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ABSTRACT

Intended as a resource for people interested in intiating or promoting networking and collaboration, this manual evolved from a federally funded training project of the Community Education Resource Center (CERC) at the University of Massachusetts. While the theories and activities described are designed to aid in the building of networks in the field of community education, the process is applicable to any situation in which people with common concerns wish to support one another and share information more effectively. A resource book of training activities, this volume presents a 6-step process: (1) preparation; (2) social interaction; (3) goal setting; (4) group formation; (5) action planning; and (6) evaluation. Each topic is described by an introduction and includes lecturettes as well as activities accompanied by detailed facilitator's guides. The volume also contains a series of theoretical perspectives written by leaders in the field, five case studies of networks-in-action, and an extensive bibliography. (THC)

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NETWORKING: A TRAINER'S MANUAL

Community Education Resource Center
School of Education
University of Massachusetts
Amherst, Massachusetts

Joan M. Brandon and Associates, Editors

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The Community Education Resource Center (CERC) of the University of Massachusetts School of Education is a collaborative group of students and faculty which acts as a resource and consulting center to community projects aimed at improving the quality of life through education. A major focus is on providing training for networking and collaboration among the varied organizations that relate education to community development.

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The concepts and materials presented in this publication are a result of the thoughts and efforts of the 1980-81 training staff of the CERC:

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Special thanks to the State Directors of Community Education who were the participants in the training project on which this Trainer's Manual is based. Their cooperation, encouragement, and insightful feedback contributed substantially to the development and production of the materials in this publication.

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INTRODUCTION

This manual is intended to be a resource for people interested in initiating or promoting networking and collaboration. The manual evolved from a federally funded training project of the Community Education Resource Center at the University of Massachusetts. The theories and activities described herein are designed specifically to aid in the building of networks in the field of community education. The process, however, is applicable to any situation in which those with common concerns wish to support one another and share information more effectively. The worksheets, which were developed in conjunction with this training project, have been adapted to be applicable to a wide variety of situations. This manual is intended to provide activities for trainers to use in training others to facilitate networking among people and agencies in both the public and private sectors. It presents a six-step training process which may be used either in its entirety or in sections as dictated by the needs of the group. The reader is encouraged to peruse the Table of Contents and use this volume in whatever manner is most helpful.

The six-step process described here is one which was found to be useful by the training team during this project in promoting both the team's own collaborative efforts and those of the participants. Presented as an effective method of facilitating collaboration, this process is, by no means, intended as the only method. Each group is unique and each trainer will adopt and adapt the process as befits her/his style and the situation.

The six steps: Preparation, Social Interaction, Goal Setting, Group Formation, Action Planning, and Evaluation are presented separately. Specific activities relating to each topic, including materials which may be duplicated, are included in each section. Each section also includes conceptual pieces which may be used as background materials or lecturettes.

In addition to the six-step networking/collaboration process, this manual includes sections on various theories of networking, case studies of networking experiences, information about conference planning, and an extensive bibliography.

Above all, this volume is intended to be an activity resource handbook -- a collection of activities and information to assist trainers in the task of facilitating the process of networking and collaboration.

OVERVIEW OF THE TRAINING PROCESS

DUAL PURPOSE MANUAL

This manual is designed to be used both as a resource book and as a guide to a training process.

A Resource Book This volume is a resource book of training activities developed specifically for facilitating the process of networking/collaboration. Each activity is presented separately so that those interested may use materials as they apply to different training situations. The activities are divided into topics for easy access. These topics as listed in the Table of Contents are: Preparation, Social Interaction, Goal Setting, Group Formation, Action Planning, and Evaluation. Each topic is described by an introduction and includes lecturettes as well as activities accompanied by detailed facilitator's guides.

A Training Process This volume is based upon an actual training process. It is written with the intention of sharing with the participants of that training and other interested parties--the theories and structure behind that training design. The process set forth in this manual was an effective one for the populations for which it was designed. By arranging this volume to reflect that process, the editors intend to present a case study of how a training design to promote networking and collaboration might develop. Additionally, the editors intend to share the learnings which emerged from the process of designing and presenting these workshops.

THE TRAINING GRANT

In September, 1980 the Community Education Resource Center (CERC) of the University of Massachusetts received a grant from the U.S. Dept. of Education to train state directors of community education in interagency collaboration. The materials in this handbook grew out of that training grant.

The task of the grant was to train these state directors to use networking and collaboration in their work and also to enable them to train others in these skills. The training team conducted a series of three workshops, one at the national level and two at regional locations.

The participants varied greatly in their job descriptions and their state's financial and theoretical support of community education. Some states had whole offices and large budgets devoted to community education while, in other cases, the state director was the only person on the state level whose chief concern was community education. In some states, community education was a movement toward opening public schools to the general public after traditional school hours and in some states community education was concerned with the empowerment of citizens in making an impact on community life.

The national workshop held in January was two days long and consisted of the state directors of community education and their immediate supervisors. The second workshop was held in six different locations during March. State directors of community education met by geographic regions and invited at least two colleagues from other agencies or the private sector with thom they intended to initiate or extend a network. The third workshop was held in conjunction with the Mott Foundation's annual renewal conference for community education trainers. Held in May, at both Martha's Vineyard, Massachusetts and South Padre Island, Texas, this conference allowed the state director to network with trainers in the field of community education. These three experiences allowed the state directors to extend their networks both vertically (with their supervisors) and horizontally (with both colleagues not usually involved with community education and those involved in other aspects of community education).

These three workshops also provided the opportunity for the state directors to explore the various tasks and issues involved in working collaboratively with people who have different needs and expectations.

EXPERIENCE BASED EDUCATION

A common value shared by the CERC staff is that experience is the most meaningful method by which people learn. The design of the workshops and thus of most of the materials in this manual is to provide participants with the opportunity to develop networks which meet their current needs.

The underlying assumption is that by forming networks themselves, participants will better understand the processes, problems, and rewards involved in networking and collaboration. No amount of lecturing or simulation activities can replace the opportunity to experience the process of forming and maintaining a network oneself.

Since theory is an important part of each learner's experience and theorical materials in the form of handouts and lectures were provided during the training process, theorical materials are also included in this manual. However, the emphasis of the design remains upon the experience of the individual participant.

THE ROLE OF THE TRAINER

In experience based learning the trainer has the role of providing a structure to guide the experience of the participant. The trainer is not so much a giver of information as a suggestor of activities. The trainers for this project formulated a process to promote networking, developed activities and materials which promoted that process, and facilitated the participants interactions with the materials and each other. The materials developed needed to be clear and flexible enough to meet a variety of needs and to be used efficiently by groups working relatively independently.

TRAINING TRAINERS

The state directors of community education were all experienced trainers and experts in their own content areas. As will often be the case with trainers using the materials in this handbook, the participants were as well-trained in many of the aspects of networking as were the trainers. The training staff found it very helpful to recognize this dynamic and express it repeatedly during the workshops. The possibility of competitive interaction with the participants was warded off by each group recognizing and valuing the expertise of the other. Once the trainers acknowledged the participants' skills in their fields, the participants were able to acknowledge the trainers' expertise in facilitating the networking process.

FOLLOW-UP

The three-workshop format of this design proved most useful. Since networking is an ongoing process and one of the intentions of the training project was to promote networking among the state directors, having the participants and trainers meet at two month intervals promoted commitment to the training and at home follow-through.

The participants were divided into six geographical regions. These regions were maintained throughout the training, and formed the basis for small group work at the national meeting. They determined the division of participants for the March meetings and, as much as possible, formed the basis for work at the May meetings. Although the trainers worked in pairs each trainer took primary responsibility for liason work with one region. The consistency of regional groupings allowed the training staff to better meet the individual needs of the participants since the staff had the opportunity to design activities based upon their personal knowledge of the participants and their "back-home" situations. Networking was promoted and continuity was maintained because time was allotted at the beginning of each workshop for sharing the outcomes of previous sessions.

A CYCLICAL PROCESS

The training process was a cycle. Each workshop built upon those which preceded it and prepared participants for those that followed. Each workshop informed the trainers about the needs and work styles of the participants. In addition each workshop informed the participants about the processes of networking and collaboration, as well as the training process they were going through. Each workshop was formulated based on the outcome of the previous workshops and each workshop provided information which helped to determine the nature of succeeding workshops.

Each of these steps is described in greater detail with materials, lecturettes, etc. in subsequent sections of this manual. The training project followed these steps in the order given. It seemed essential for the situation described above that each step be included in each workshop. It is left to each individual reader to determine the nature of her/his participant group, the time available for training, etc. before selecting his/her own process and materials.

STEPS OF THE TRAINING CYCLE

I. Preparation refers to assessing the situation: determining the goals of the participants as well as those of the trainers and creating an environment which is conducive to meeting those goals.

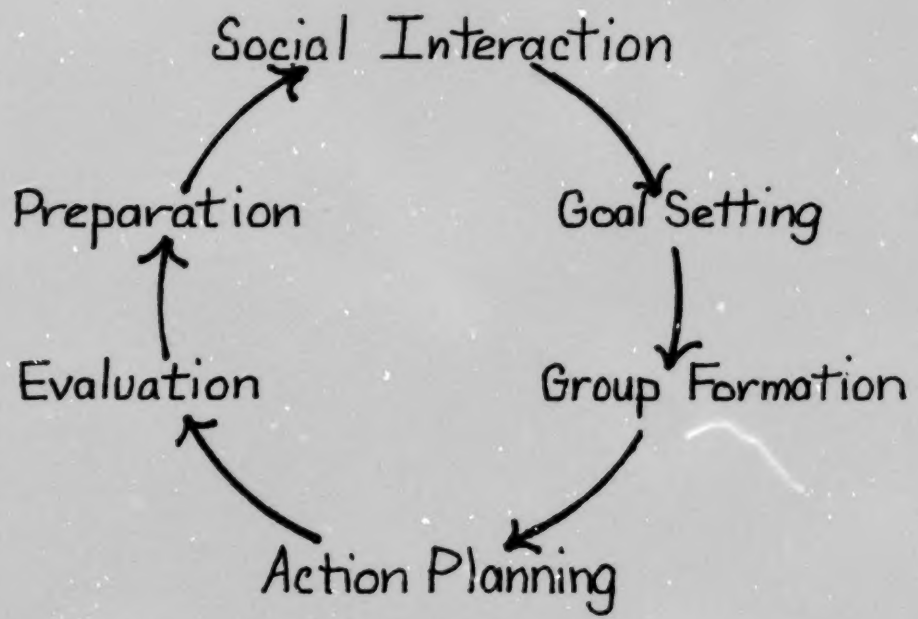
II. Social Interaction refers to providing participants and trainers with the opportunity to get to know each other in terms of roles, goals, issues, and ideas. Social interaction also includes providing a common base of experience for those present at the workshop or anyone initiating a network to begin interacting with one another.

III. Goal Setting refers to concepts and activities which allow participants to share perspectives and arrive at common goals on which to base their work together.

IV. Group Formation refers to theories and activities which allow the participants to identify and overcome the roadblocks which present themselves as they work toward their common goals. This step includes three areas: group processing, team building, and conflict management.

V. Action Planning refers to concepts and activities which allow the group to devise a step-by-step plan to meet their common goals.

VI. Evaluation refers to the process of the participants and trainers determining how well the workshop has met their needs. One purpose of this step is to provide information for the Preparation stage which begins the process anew.



STEP I
PREPARATION

Joan M. Brandon

Setting the stage for training is as important as the development and presentation of effective training materials. Networking is a process of linking humans to other humans. In effective networks all levels of human needs are addressed. It is not within the scope of this handbook to present an indepth treatise on "How To Set Up A Workshop." However, certain aspects of the process involved in fostering an atmosphere conducive to networking/ collaborations are presented. These include both the special nature of the participant group, and the impact of the trainers' collaborative process on the outcome of the workshops. In addition, this section includes general tips on some logistical questions to consider.

NATURE OF THE PARTICIPANT GROUP

One of the most important aspects of this training project was the process by which the participants became involved. The social interaction phase of the design began long before the workshops began. Each state director was asked to invite others from his/her state to each workshop. For the January session, each state director brought a person she/he identified as being either a supervisor or someone with decision-making power. In March, each state director invited at least two colleagues from other agencies with whom he/she wished either to initiate or extend a networking relationship. The process by which these invitations were extended and the negotiations concerning traveling and accomodations began the networking process in most cases.

In addition the commitment to the workshop of both groups, the hosts and their invited guests, was increased by this arrangement. Since the state directors invited other participants, they became "hosts" with a personal investment in the outcome of the workshop. Their "guests" responded with equal commitment since they were anxious to justify their invitations. In addition each participant arrived at the workshop with a role -- to become a network member -- and a goal -- to form a supportive working relationship with those present.

A contrast to this commitment was the May workshop where each participant came on his/her own and the networking efforts were not nearly as successful.

The practice of including such a process in any networking/collaboration training is recommended to the reader. The nature of networking is such that participants gain more from the experience if they are invited and thus feel essential to the process. They then have a commitment to other participants, and have a clear role and goal in attending.

COLLABORATION AMONG TRAINERS

In direct contradiction to the adage, "Those who cannot do, teach," it is the editors' firm belief that in order to train people to work collaboratively, a training staff must develop its own collaborative work process, and in addition, work in collaboration with the participants. To be successful, ongoing communication in all directions as well as shared responsibility for the outcome of the training must be developed.

The training staff developed a process for working collaboratively. The networking process outlined in this manual emerged from looking at what needed to happen within the training staff in order to produce a successful design. Activities were then developed to foster a replication of that process among the participants.

The workshop process described in the following sections is similar to the process the training staff went through. The training staff had never worked together as a group before this project (although individual staff members had previous relationships with other staff members). The staff participated in an

ongoing sharing of personal historical information, work style preferences and differing levels of involvement in the project. The staff set both personal and group goals. The staff also paid close attention to the quality of the group interaction and devised processes for carrying out the task as well as meeting individual needs. The action planning for this staff consisted of a method to design and present this series of workshops including such support activities as maintaining contact with participants and publishing this Trainer's Manual.

Although it is possible for an individual person to use any and all of the materials presented in this manual, an essential element for the success of this training project was the collaboration modeling which the training team provided. It is also true that trainers who are themselves experiencing the power of collaborative work must, of necessity, bring more energy and conviction to the training process.

A BRIEF GUIDE TO TRAINING CONFERENCE LOGISTICS

Michael Frith

Much as it is intellectually satisfying for a trainer to interpret a needs assessment and develop a workshop design, so the fun part of being a general might be moving flags about a battlefield map in anticipation of an imminent campaign. However, the most crucial task facing the general staff and the planning team is logistics -- a military team meaning the procurement, distribution, maintenance and replacement of material and personnel. "For the lack of a nail. . . ."

In the same manner the best conceived design for a workshop will fall on deaf ears if the participants are late, confused, tired, cold or hungry. The intention of good logistics is to ensure that things go smoothly so participants will not have to waste time and energy on irrelevant matters. The following material on training logistics is divided between internal workshop logistics and external, or support logistics. Two general checklists (the most useful tools of logistics) are included. From these, lists specific to the needs of almost any training or conference can be developed.

INTERNAL WORKSHOP LOGISTICS

Time and the timing of movement are perhaps the least humanistic elements of training design and certainly the least attractive. But failure to reasonably estimate the time required for workshops or conference activities is one of the most common factors leading to a design breakdown. When time runs short, leaders and facilitators are forced to redesign on their feet which often leads to segments crucial to the design's flow. As a general rule, leave some slack in the design. The participants will fill any gaps with social interaction--an important element often minimized in training designs and one which is especially vital to the process of networking (see Step II pg.23).

As to causes of time running short, there are many, but one or two stand out as being both persistent and all too common. Late arrivals are an almost unavoidable fact that must be taken into account. It is important that meetings begin on time. If a trainer is not clear and consistent about beginning and ending on time participants are likely to become very loose about returning from meals and other breaks. Much time will be wasted waiting for people to filter back. However, if people are coming from all over the city for a meeting announced for 7:00 P.M. some late arrivals are inevitable. A trainer will need to plan some padding between 7:00 and about 7:20 P.M. so that the meeting may begin on time without the late comers getting too far behind. If delegates are arriving from great distances, it would be advisable to plan for attendance to the first evening of a conference to be less than crucial.

Another source of wasted time can be overlooking the impact of group size on the timing of an activity. If you have a group of four people in a room full of

groups of three, they will always take longer to get through their task. A rule, then, is not to exceed the designed group size. In our example, it would be much better to break the group of four into two couples.

Breaks, both planned and accidental, can cause time loss. Sessions beyond ninety minutes long should incorporate a break for refreshments and the rest room. People will need a break and it is better to have planned a fifteen minute break than to wonder why participants are drifting away. Doughnuts and rolls can be morale boosters for morning meetings. If coffee, soft drinks and juices are to be served they should either be available before the scheduled meeting time or timed to arrive at the beginning of an intentional break.

The choice of refreshment table locations should be aimed at avoiding traffic congestion. A position near the entrance or to the rear of the meeting room will probably be best. Do not put the coffee table in a hallway. It will prove to be an attractive nuisance and draw participants away from the action.

Although worksheets in this handbook have been field tested and the timing indicated has worked, several factors will influence the timing of the training conferences incorporating these segments. Numbers of participants, group sizes, frequency of break out, and distances that have to be covered will all influence the time requirements. It is important for individual trainers to adjust and co-ordinate activities according to the dictates of different situations. A proper balance between work time, social times and break times contributes to a successful conference. The following matrix will serve as a rough guide:

ESTIMATING TIME

Length of workshop → Activities ↓	1 HOUR	HALF-DAY (3 Hours)	ONE OR MORE DAYS
Introduce Trainers, Present Goals & Agenda, Form Working Groups	10 min.	30 min.	1st day: 1-2 hours daily: 30 min.
Select Content/ Activities	Set prior to Workshop	15 min. or set prior to workshop	Daily: 30 min. if not set prior to workshop
Breaks	None Req'd	15 min.	Morning: 15 min. Afternoon: 15 min.
Meals	None Req'd	Optional	Lunch: 1 hr./ - 1 1/2 hr. Dinner: 2 hrs.
Conduct Activities	45 min.	1-3/4 hr. - 2 hrs,	5 - 6 hrs. daily
Evaluation	5 min.	15 min.	5 min/segment 20 min/daily 45 min. for 3 day workshop

SETTING THE STAGE

The physical arrangements made within the conference facility -- the seating and breakout arrangements -- will have an impact on the atmosphere. Although at first one may consider providing a separate breakout room for each small group, it has been our experience that seating the groups at round tables in a large meeting room works very well and saves a lot of travelling time and annoyance to the participants. Having all the group in the same room adds a measure of control and reduces the number of trainers required. The energy-consuming tasks of rounding up lost groups is eliminated.

Conference room seating arrangements are usually quite flexible. Choices can be made between forward-facing theater and lecture arrangements, circles, horseshoes, sattelite group seating and many other variations. Lecture-style seating arrangements lend a formal, centrally-controlled atmosphere while the eye-contact possible in circular set-ups allows for a much more interactive, participative process. A horseshoe arrangement sometimes gives the best of both worlds -- everyone can see the other but none has to turn around to see a flipchart or a screen. Planning a variety of seating arrangements can break up the monotony of a long conference.

TRAINING CONFERENCE SUPPORT LOGISTICS

From the moment of a workshop's conception, logistical questions arise. Who's it for? Where will it be? How long and when? How much is it going to cost? Answers to these and a score of others will have to be made in advance if the workshop sessions are to succeed. Most of the answers will seem to be obvious; others will evolve as details of need and design fall into place. A person or a group will have to keep track of all the details as they emerge and ensure that every logistical detail is covered.

Location Workshops which are held at locations away from participants' workplaces are less likely to be interrupted, however, good access by transportation and a central location join the suitability of the buildings available as the major factors affecting the siting of a conference. Even for an afternoon meeting ease of access is vital to a successful workshop. A trainer wants participants who have energy to work. Nationally, this translates to a hotel served by an airport in a centrally located city. In the United States, that could mean Denver and its environs. Due to airline fare structures, when all states are to be represented at a conference, the choice of a site in or near Denver will probably prove to be least expensive for the participants to reach.

The Facility The facility choice will reflect the length of the conference and the number of participants. For a half-day training any pleasant space which is large enough and easily accessible will probably do. A day long workshop will dictate the need for a close-by restaurant or catering services. Ideally, since meal breaks are relatively short all the required services should be in the same building. This is especially true of conferences lasting more than a day. Since time can be lost in travel and rounding up participants, it is best if the site for a long conference provides meeting rooms, meal facilities, and accomodations in the same location. Motels featuring conference rooms and restaurants are

fairly common and very useful to the conference managers who wish to maintain some control on the movements of participants between sessions.

While some of the most ideal hotels will seem expensive, most will entertain a reduced rate for large groups when asked. Nearly all conference hotels will have a banquet and conference staff with some experience in dealing with the logistical needs of training conferences. Problems of seating arrangements, audio-visual equipment rental, refreshments, cocktail bars, food and room reservations can often be handled over the telephone with the banquet or conference manager. The prudent conference planner will invest some time on the phone or in person looking over facilities and negotiating with the staffs of various hotels. A variety of services are available at a variety of prices and rates favorable to participants and trainers alike can often be negotiated.

FUNCTIONAL CHECKLIST

The following is a basic list of logistical functions leading up to a major training conference. It is not comprehensive, but can form the basis of a detailed list developed during the planning of an actual conference.

Contact Convention Bureaus: Most cities have a convention bureau set up to provide information about hotels, restaurants, entertainment and travel.

Review Site Data: Cost, size, availability, and other factors will be weighed in arriving at a choice of site. If possible, visit the sites.

Select Site and Negotiate Arrangements: Check on rates for looging, food and meeting rooms. Group rate discount? Special rate for your staff and trainers?

Sign Contract and Establish Account: If possible, have the hotel send accomodation registration forms directly to participants. If you handle registration, you may also end up paying for no-shows.

Send Conference Pre-registration Forms and Travel Information: Make sure the forms are easy to understand and will provide all the data you will need for room sharing, transportation from airport, etc.

Send Letters to Trainers, Speakers, and Resource People: Ask for their preferred conference room configurations and audio visual requirements as well as for a commitment to be there.

Arrange Audio Visual Equipment Rental: Slide and film projectors, screens, videotape players/recorders/ audio recording equipment, public address system, and extension cords.

Arrange Transportation: Parking, limousine, hotel limousine (free?), send bus/train/air schedules to participants.

Collect Registration Table Materials: Provide restaurant and entertainment information (obtainable from local Chamber of Commerce)

as well as conference registration forms, nametags and information about the conference center.

Order Supplies: This list is by no means comprehensive. Dozens more items will appear on a "take with" check list for a large conference.

Newsprint
Easels
Paper clips
Stapler & staples
Pens & pencils
Typewriter
Slides, tapes, films
Cash Box
Workshop handouts
Press releases
First-aid kit

Masking tape
Magic markers
Thumb tacks
Rubber bands
String
Paper
Projectors
Receipt book
Supplementary readings
Books/display materials
Refreshment supplies
Tool kit (for AV equip)

Blackboard, chalk,
Erasers
Scissors
Glue
Name tags
Tape recorder
Registration forms
Registration list
Prepared newsprint
Agendas
Camera
film & flash
Horse Shoe Nail

Dry Run

The ultimate luxury, from the logistical point of view, is to conduct a dry run or a dress rehearsal in which some of the trainers take the part of participants. This allows the trainers to experience the workshop design from the point of view of both the trainer and the trainee. Materials necessary to the smooth running of the design emerge during a dry run more than during planning sessions and the trainers who behave as participants are able to provide valuable information concerning clarity of directions, pace, timing, and usefulness of exercises.

As a final word it should be pointed out that, while it is unlikely that every conceivable eventuality will have been anticipated by the logistics manager, the more work put into tracking details as they emerge from the earliest planning sessions the less last minute chasing around by staff will be necessary and the more energy will be available to focus on the conference process.

FURTHER READING--for more information on logistics see references listed in the Further Resources Section.

STEP II
SOCIAL INTERACTION

Joan M. Brandon

In our task-oriented society social interacton is often thought of as merely play and therefore a fringe benefit of a training session. Although social interaction is a fringe benefit of networking and collaboration it is, at the same time, an essential building block to the process.

Aside from the usual human need to interact socially, people forming networks or collaborating on projects are involved in a process of group formation. Each individual has to forego some of his/her personal needs for those of the group as a whole. In order to do this the participants may first want to be recognized as individuals by the group.

Many aspects of social interaction occur spontaneously as people spend time together. Structure, however, is often necessary in early stages. This is especially true if people have not met before or know one another in only one context such as working on a committee. The prudent trainer plans a combination of "unstructured" social time and structured activities so that participants can become familiar with each other's names, roles, and ideas in order to begin to build a common experience.

ROLE OF THE TRAINERS

If trainers are interested in promoting an atmosphere of collaboration, it is important that they do as little as possible to set themselves apart from the participants. One way of presenting themselves as members of the group is for the trainers to model the various social interaction functions. Wearing nametags identical to the participants', introducing themselves, taking part in social activities, and sharing their opinions and reactions to any of the common experiences listed below are examples of effective modeling.

NAMES

Just as any seasoned trainer knows that learning is more effective if new information is presented both auditorily and visually, it is important to present people's names to one another in a variety of modes.

Nametags offer a continuing reference. They can also include other information (agency, company, hometown, profession, title, etc.), and thus offer a starting point for conversations.

Introductions are best done in groups of no more than a dozen people. It is not essential that everyone at the conference or workshop be introduced to everyone else. What is important is that everyone has the opportunity to meet some of the participants whom they do not already know.

Introductions are best received if they include something more than the person's name. This information not only provides stimulus for further conversation, but it allows the listeners to focus on some more memorable fact than a name. Depending upon the group involved, it is often more effective to include some seemingly unrelated fact, i.e., "I am John Jones, I like Beethoven," or "I am Sally Smith, my roof leaks."

It is often a good idea to ask people to introduce one another, since this eases tensions and is less awkward for many people. Participants can introduce people they already know, or strangers can take a minute or two to "interview" one another and then introduce their partners.

SOCIAL TIMES

"Unstructured" or open time during a conference or workshop offers participants the opportunity to interact on a more personal level. Old friends can catch up with one another and new people can begin to make contact with one another. These activities will take place whether or not the trainer has planned for them. If the conference agenda doesn't allow for social activities, it is probable that participants will use "work" time for them -- which could adversely impact the design.

COMMON EXPERIENCE

A group develops a feeling of being a group through shared experiences. Providing a common experience for participants allows the trainers

the opportunity to promote group formation in a variety of ways. Allowing a large group a chance to sit back, watch and listen at the beginning of a conference provides everyone time to settle in. It also allows the trainers to define the nature of the conference or workshop to come.

When initiating a networking or a collaborative project, it is important to begin by defining the common goal or problem areas. It is also important to develop an atmosphere where everyone's contributions are valued. A structured common experience can serve all these functions.

A useful common experience can be a keynote speech deliniating problem areas and questions for discussion or an audio-visual presentation which clarifies the topic of the conference. Participant Workshops -- which are a planned time for the participants to share some aspect of their work with their colleagues in a workshop format -- are also an excellent opening activity. It is important to allow sufficient response time for whatever is planned so that everyone who wishes to contribute has the opportunity to do so.

STRUCTURED EXERCISE TO PROVIDE COMMON EXPERIENCE

An effective method of providing structure for social interaction at the same time as providing a common experience for participants is a structured exercise which allows small groups to discuss important issues. The exercises which follow offer some structured ways for participants to get to know more about one another than usually comes up in initial conversations. "Expectations and Concerns" allows for social interaction between participants who do not know each other well while it provides an opportunity for them to clarify their personal goals for the workshop. "Critical Incidents" allows participants to share their value base and theoretical perspectives in a non-threatening manner with people they do not know well, "What Exactly Is It That You Do?" allows participants to document, evaluate and share with others the various roles they perform in their lives.

FACILITATOR'S GUIDE: EXPECTATIONS AND CONCERNS*

GOALS: 1. To allow social interaction between participants who don't know each other well.
2. To allow participants to clarify some of their personal goals for the experience as well as what might prevent them reaching their goals.

GROUP SIZE: 4 - 6

TIME REQUIRED: Approximately 30 minutes

MATERIALS: A copy of the "Expectations and Concerns" form for each participant, and a writing implement.

PHYSICAL SETTING: Sufficient space for groups to work with some degree of privacy.

PROCESS: 1. Facilitator explains to participants the importance of having clear goals when working with other people. This includes having one's personal goals clear as well as the group's goals clear.
2. The facilitator explains the goals of the exercise and issues one worksheet to each participant.
3. The facilitator asks each participant to write down answers to each of the three questions on the worksheet, working individually for about 10 minutes. Participants should be encouraged to be as honest as possible. They will be asked to share only those parts of what they have written that they are comfortable sharing.
4. The facilitator asks each participant to share some of his/her goals and sabotages with the rest of the small group. Each participant is asked to contract with the rest of the group ways which they might be able to offer support for #3.

*Developed by: J. Brandon

WORKSHEET:
EXPECTATIONS AND CONCERNS

1. What are your goals for this conference? What do you hope to gain? What skills do you want to learn? What contacts would you like to make?

2. In what ways do you sabotage yourself? What are you likely to do that will hinder your meeting your goals as stated above?

3. What do you need to do to maximize the likelihood of you reaching your goals? (i.e., What can you do about #2)?

FACILITATOR'S GUIDE: CRITICAL INCIDENTS*

GOALS:
1. To allow participants to share their value base and theoretical perspectives in a non-threatening manner.
2. To allow participants the opportunity to interact on a theoretical level with people they do not know well.
3. To provide a data base for practicing group processing skills with a group which is newly formed.

GROUP SIZE: 5 - 7 participants who do not have a history of having worked together.

TIME REQUIRED: 45 minutes

MATERIALS: A set of four short descriptions of situations likely to be encountered by members of this network as they work together. Situations depicted should include issues central to the organization. Each description is followed by 2 - 4 questions which pose decisions which the work group must make. (Note: The Community Education Critical Incidents which follow are included primarily as examples. Critical incidents should be written especially for each group to reflect that group's specific situation and concerns. The directions on the first page of the handout remain the same).

PHYSICAL SETTING:
1. Facilitator explains the goals of the exercise and issues the packets of critical incidents and questions.
2. Facilitator asks the participants to follow the instructions on the first page of the packet.
3. After 30 - 40 minutes the facilitator asks the group to stop. This decision is based upon the size of the groups and how the discussions are going.
4. The facilitator asks the group to discuss their group's process. (See "Group Formation" section under Group Processing for exercises.)

* Developed by: W. Barnes and J. Brandon

CRITICAL INCIDENTS IN COMMUNITY EDUCATION
SAMPLE PACKET

Directions

The following studies are designed to bring out some major issues that may be confronted by community education networks. First read through all four cases. Then, working with your group, develop a consensus decision about the best approach to take in dealing with each case. Pay attention to the process your group goes through in reaching its decision as well as focusing on the problem itself. If you find it necessary to add more detail to the case or to change it somewhat to make it more real or relevant for you, feel free to do so. Limit the discussion to five to ten minutes for each case so that all four cases can be addressed.

CASE STUDY #1

I.N.T.E.L.E.K., Inc., an electronics firm, is considering expanding its production but finds the local population to be unskilled in this area. Their personnel director approached the state community education director with a plan to train people to work for the firm by offering scholarships in the local community for appropriate courses. The state director called in a representative from the local community college to set up a training program. Over lunch one day, a member of the Casa Maria Community Center heard of the project from the state director as they were discussing a drug rehabilitation program the agency is operating. The Casa Maria person suggested that the training program be targeted to current welfare recipients and offered to do publicity and outreach for the program.

As these four groups worked designing the program they discovered that current welfare regulations count any scholarships received as a part of income. This policy made it nearly impossible for welfare recipients to participate. It was decided to include the Welfare Department in the Collaborative in order to promote a change in this policy.

Upon contacting the county director of the state Welfare Department, the state director found that they were disinclined to participate due to (they said) very heavy work loads.

1. What can the state director do to get the Welfare Department's collaboration?

2. How can the policy be changed or waived?

3. What could have been done at an earlier point to have insured the Welfare Department's collaboration?

CASE STUDY #2

A successful community education network in state X has been operating well for three years. Angela Batista, the state director for Girl Scouts of America, has been the network's unofficial coordinator for the past two years. Although members contact one another directly for information and support on new projects, everyone knows that she has had her "finger on the pulse" of the organization and could be counted on to know who would be the best resource in a given situation. Her strong negotiating skills have been put to use on several occasions when some of the groups or individuals in the network have had "differences of opinion."

Community education in this state is really flourishing. Participation in local adult education, Y programs and community programs is at an all-time high. The governor has commended the S.E.A. for his innovative work and has expressed interest in supporting a Lifelong Learning Advisory Council.

It now appears that the Girl Scouts are seriously considering reorganizing so that there will be regional directors instead of state directors. It is unclear whether or not Angela will be laid off or moved to another state.

1. Can the network do anything to help Angela keep her job?

2. Are there other people who are prepared to move into her role?

3. If the network became dependent on her, what can its members do to keep her or share her skills?

CASE STUDY #3

You are meeting with active fellow members of a network to develop a steering committee for a newly funded community education project. The project is designed to coordinate the already existing agencies in the community which offer educational services; and to assess what further needs to be done in the community to provide for its ongoing educational needs.

This network feels it is functioning well in the community, but it has received criticism that it is not meeting the total educational needs of the community. The members each feel that their own membership is being well served and do not understand the criticism leveled against the network.

Below is a list of members of the network and the community who might be asked to serve on the steering committee. As a group, select five of the people listed below to be on the steering committee. Give your reasons why this group would provide the best balance.

*Jane Isgur, Director of Adult Education for the State

Leslie Horner, Volunteer Advocate for the Mental Health Center

John Conlon, Therapist

*Patrick Rowan, Active Member of the P.T.A.

*Robert S. Stachowiak, Chairperson of the Chamber of Commerce

*Marie Macklory, Librarian

Walter Mitty, Martial Arts Teacher and Community Activist

*Fred Mertz, Superintendent of Schools of the City

*Rev. Douglas Piker, Pastor of the First Congregational Church

Morton Schoolman, Director, Native American Affairs Committee

Stanley Kopink, Residential Staff at the Pathways Halfway House

Jose Melendez, Director of Bilingual Education

Debra Eddleman, B'Nai Brith Worker

*Harriet Mazor, Chief Executive Officer, Neuton Electronics

*John Fitzpatrick, Frontier Days Organizing Committee

Josephine Valdez, Director of LaRaza Drop-in Center

*Current Network Members

CASE STUDY #4

The community education resource network in your state has been functioning well for several years, but there has been a change of administration (natural attrition) and the new people don't seem to be interested in being involved. As you try to use your old sources of support and information, you find that your calls are not being returned as they once were. The monthly dinner meetings of the network are being more and more poorly attended. The network seems to be falling apart.

Some astute detective work on your part has uncovered the following possible causes:

The people leaving jobs took the network for granted and failed to inform their replacements of its functions and importance.

The new people view the network as a clique of the "old boys" rather than a resource network.

Andy Jameson, the original organizer of the network had excellent group skills (he always kept a low profile). You are just realizing how essential a role he played in keeping things together.

1. Can this network be saved?
2. Where would you begin?
3. What would be your goals?
4. How would you know the network was functioning well and this won't happen again?

FACILITATOR'S GUIDE: WHAT EXACTLY IS IT THAT YOU DO?*

GOALS:
1. To allow participants to document the various roles they perform in their lives.
2. To allow participants to evaluate which roles they would like to do less of and those they would like to do more of.
3. To allow participants to share their job and life realities with people whom they will be networking or collaborating.

GROUP SIZE: 2 - 8 people who intend to work together

TIME REQUIRED: 15 - 45 minutes (depending upon group size)

MATERIALS: A copy of "What Exactly Is It That You Do?" form for each participant and a writing implement.

PHYSICAL SETTING: Sufficient space for groups to work independently.

PROCESS:
1. The facilitator issues the worksheets and explains the goals of the exercise.
2. The facilitator asks participants to follow the instructions on the worksheets and to work individually for about 5 minutes.
3. The facilitator asks the groups to share the information noting especially where one person's plus may match another person's minus so that roles in the network might be matched to individual needs.

*Developed by: W. Barnes

WORKSHEET:
WHAT EXACTLY IS IT THAT YOU DO?

*Check off those roles that you perform regularly.
*Add roles not included here.
*Put a plus over those things you would like to do more of, and a minus below those you would like to do less of. Circle those which are satisfactory.

SUPERVISE

ATTEND MEETINGS

CONVENE MEETINGS

FILL OUT FORMS

INSTRUCT/TRAIN

WORK WITH OTHER AGENCIES

MAKE NEW CONTACTS

HANDLE CORRESPONDENCE

PARENT

PLAN

VOLUNTEER WORK

BE WITH FAMILY

SHUFFLE PAPERS

RELAX

KEEP HOUSE

DEVELOP NEW IDEAS

TRAVEL

PLAY

SHARE INFORMATION

TALK ON THE PHONE

STEP III
GOAL SETTING

It is vital for any group which expects to work together to have a common goal which meets at least some of the needs of each member of the group. Frequently groups begin to operate assuming that they have a common goal only to discover later that this was not the case. Goal setting is also important to groups with divergent interests or orientations. When a group develops a specific, common goal it is often possible to put aside antagonisms while working toward that goal. Frequently, individuals who assume they have nothing in common are able, with effective goal setting, to work together and discover that they have more in common than they had originally thought.

In terms of networking and collaboration goal setting is an on-going process. As the network or collaborative develops and changes goals need to be reevaluated and redefined. This section covers several aspects of this goal setting process. The first is the development of a general goal. This general goal allows a group to begin working together and to develop a sufficiently clear focus to articulate the purpose of the network to potential members (see: "Developing a Statement of Goals" and "Assessing Needs and Clarifying Objectives"). The second is the process of determining the current state and needs of a beginning network with just two members (see: "Networking, Some Ingredients").

The third is the process of determining people and/or agencies which potentially have a role in the network (see: lecturette, What Makes A Network Effective, and "Planning a Network to Meet the Organizational Goal"). The fourth aspect is the process of setting a specific goal (see: lecturette, Several Phases in Work-Group Development and "Goal Setting for Work Groups"). The final aspect presented is the process of reevaluating the goals developed in light of the needs of the individual network members and the realities of the environment in which the network is functioning (See: "Goal Reality Checklist" and "Environmental Realities").

FACILITATOR'S GUIDE: DEVELOPING A STATEMENT OF GOALS*

GOALS: 1. To define needs present in the environment within which the organization exists.
2. To define the broad purpose of the organization.
3. To generate a list of objectives that will support the goals.

GROUP SIZE: Pairs or groups of up to four or five individuals representing the same organization/agency/program.

TIME REQUIRED: About 45 minutes.

MATERIALS: Sufficient "Developing a Statement of Goals" forms for each individual and writing implements.

PHYSICAL SETTING: Each pair or group should be provided with a separate work space.

PROCESS: 1. The facilitator groups the participants according to organization/agency/program.
2. The facilitator passes out and explains the "Developing a Statement of Goals" form.
3. The facilitator asks each participant to work individually in filling out parts 1 and 2.
4. The facilitator asks the pairs/groups to share the results of parts 1 and 2 so that individuals have complete lists of what they feel are the most important needs to be met and tasks to be performed.
5. The facilitator instructs the participants to work individually on parts 3 and 4 of the form.
6. The facilitator reconvenes the pairs and groups and asks each of them to reach consensus on a goal statement with supporting objectives.

Variation: Participants complete the entire form (parts 1 to 4) individually. Then they come together and look for differences and similarities in perceptions.

*Developed by: S. Colantuono and M. Frith

WORKSHEET:
DEVELOPING A STATEMENT OF GOALS

1. My organization/department exists to meet the following needs:

2. Its tasks/activities are:

3. Below is the broad purpose or goal.

4. List at least four specific objectives which will support the achievement of the broad goal.

FACILITATOR'S GUIDE: ASSESSING NEEDS AND CLARIFYING OBJECTIVES*

GOALS: 1. To help individual group members clarify their beliefs about the needs and objectives for their group.
2. To help group members share beliefs and arrive at a prioritized set of needs and objectives for their group.

GROUP SIZE: Groups of any size who have an ongoing working relationship.

TIME REQUIRED: This activity works best if it is conducted in two sessions of about 1 to 1 1/2 hours. Specific time depends upon group size.

MATERIALS: Several pieces of writing paper for each participant. Writing implements. Newsprint and markers for report-out of step #9.

PHYSICAL SETTING: Space for participants to work individually and then space for small groups to work autonomously.

PROCESS:
1. The facilitator asks each individual member to picture or imagine their group operating at top performance -- the ideal group.
2. Each member lists on a piece of paper all the evidence they "see" that tells them this ideal group performance is happening.
3. After most members have probably completed this list, the facilitator asks the members to picture what they "see", "hear" or "feel" when their group is operating in the worst possible way.
4. Each member lists on another paper, what they "see" that tells them of this worst situation.
5. Each member takes each worst statement and turns them into opposites; into ideal or best statements. If this adds something that is new to the ideal or positive list, the member may add these to the ideal list.
6. The facilitator asks each member to think of other elements of the situation (as time, facilities, competencies, backgrounds, and characteristics of membership, community setting, economic-political- social factors, depending upon the group's function) and see if these suggest any additional items to add to the ideal list. If so, add these.
7. The facilitator has the members form groups of 4 - 6. Each person in the group then slowly reads one or two items from her/his list to the others. (Reading slowly enough so that others in the group can add items to their list if there are items they did not remember or think of before.) Each person in turn shares from his/her list until all lists have been shared.

8. The facilitator asks each member to individually mark the top three to five items in their positive list. This provides a ranking or priorities.

9. The facilitator now collects all these lists. During an hour or so break in the exercise, or prior to another session, the facilitator and perhaps one or two group members collate all the lists into a group picture of the ideal group. This collation uses the prioritized items, orders these into similar levels of inclusiveness or abstractness, combines ones that are similar and comes up with a list of items when there is some agreed upon level of consensus.

10. This collation is then presented to the members at another session. These items then provide the group with a working list of needs, that can be restated if necessary into objectives.

11. If the list is very general, a further refinement of each of these objectives can be made by having a few members form a task group to take one or more of the objectives and generate very specific indicators. To do this, follow steps 1 through 5 for each objective. For step one, have each member in the task group to picture the group as working at top performance regarding the selected objective. Steps 2 through 5 will then generate more specific, concrete indicators of what people mean by the more abstract objective statement. This list of specific indicators can then be used so suggestions for ways to implement the objective.

*Developed by: H. Reed

FACILITATOR'S GUIDE: NETWORKING: SOME INGREDIENTS*

GOALS: 1. To define relationships between working pairs in terms of networking.
2. To identify those areas of assistance needed to strengthen effective partnerships.

GROUP SIZE: Pairs with any regular working relationships, e.g. peers, people with a reporting relationship, clients/providers, etc.

TIME REQUIRED: About 30 minutes.

MATERIALS: A copy of the "Networking: Some Ingredients" form for each participant and a writing implement.

PHYSICAL SETTING: Sufficient space for pairs to work independently.

PROCESS: 1. The facilitator explains the goals of the exercise and issues the worksheets.
2. The facilitator asks the participants to follow the instructions on the worksheet and work individually for about ten minutes.
3. The facilitator asks the pairs to share the information and to check similarities and differences in perceptions about each others role in the partnership and start negotiating for possible needed changes in their relationship.

*Developed by: S. Colantuono and M. Frith

WORKSHEET:
NETWORKING: SOME INGREDIENTS

Below is a partial list of the things that network members can do in support of each other. To use this list for negotiating roles, complete the three steps below:

1. Consider your state partner as a member of your network. On the left side check one item in each category in which your partner is fulfilling your need.
2. On the right side, check one item in each category that you think your partner expects of you and which you are providing.
3. On the left side, star the one item that you feel you would like to receive more of. On the right side, star the one item that you think your partner wants more of.
   (Feel free to add items that you feel are missing.)

Partner Provides		I Provide
	Information	
	Technical assistance	
	Access to the grapevine	
	Info about other agencies and organizations	
	"State of the Art" info	
	Interpretation of the political climate	
	Info about our profession	
	Flashes of genius	
	Info about external trends affecting us	
	Public Relations:	
	Legislative links	
	Good cocktail parties	
	Lobbying	
	Political support	
	Making me look good	
	A dense smokescreen	
	Good exposure for me	
	Performance	
	Planning assistance	
	Team spirit	
	Adequate financing	
	Direction	
	Timely Response	
	Completed work	
	Non-financial resources	
	Moral Support	
	Idea generation/creativity	
	Encouragement	
	Positive reinforcement	
	Constructive criticism	
	Fun	
	Glimpses of the big picture	

LECTURETTE: WHAT MAKES A NETWORK EFFECTIVE

Susan L. Colantuono

Many people challenge - and rightly so - the idea of networking for the sake of networking. While we all exist within networks of friends, acquaintances and colleagues and utilize these networks for various purposes, this is far different than networking as a tool in accomplishing organizational goals.

Goal/Purpose The first criterion for successful networking is to have an organizational goal that cannot be successfully met by utilizing your organization's existing staff and other resources.

Network Identification Once you've targeted a goal that a network might help you meet, you must begin the process of identifying the people who are needed to achieve that goal. You can approach network identification from two directions. One is to list the people who can be helpful/useful e.g., Pat Smith because he's done research on x, Lee McOffee as head of ABC Corp., etc. The other is to identify the resources (material and non-material) that you need and then identify people who can help provide those resources. For example, if you need widespread community support you will need to identify the formal and informal leaders in the community.

This process of network identification is a cyclical one. Knowing who you want to include helps identify the resources you will have and identifying resources you need helps point to the people you will want to include.

Roles/Tasks Clarified Identifying people to join you and getting them involved are two different things. As adults we don't respond very well to invitations to join groups unless we know and buy into the group's purpose, know what is expected of us, and see some payoff in our involvement. Thus, as you approach the people you have identified you have to have some clarity about the role(s) you would like each person to play or the task(s) you would like them to undertake.

Roles/Tasks Negotiated Be prepared to then engage in a negotiation process. Your ideas about an individual's contribution may not match his or her needs or interests.

Tasks Performed The final step involved in creating an effective network is to get the tasks accomplished and the original goal met. This process is not a uni-directional one. As your network proceeds on its task, chances are good that individuals may want to reopen negotiations about their roles and task assignments. This in turn will demand another look at others' roles/tasks which may result in adding to or eliminating from the previously identified network. You may also find that the original goal/purpose of the network gets modified.

Let us illustrate the process with an example.

Terry Clement is head of a task force studying the appropriate role of Community Education in deinstitutionalizing mentally and physically handicapped people. Terry has the following conversation with Lyn Vrabel. Pick out the steps that are covered.

Terry: Hello, Lyn, this is Terry Clement from the State Department of Community Education.

Lyn: Hello, Terry, what can I do for you?

Terry: Well, I am heading up a task force that is to recommend to the State Education Commissioner what, if any, role the Community Education's department should have in the deinstitutionalization process. Mel Jones is also on the task force and spoke highly of the work you've done in starting up half-way houses in your state. I'm going to be in next week and was wondering if you can arrange to meet for lunch?

Lyn: I'd be happy to talk with you about what we've done here. We've had some successes. Why don't I send you some materials I've written about our process so you can prepare some questions for me.

Terry: Fine. When shall we meet?

Lyn: I have an hour free for lunch on Wednesday at 12:30.

Terry: That works for me. I'll call you when I get into town to firm up the details.

GOAL: Recommend appropriate role of CE

ID: Need info on half-way houses. Mel Jones suggested Lyn.

ROLE: Want to meet for lunch to discuss what Lyn's done.

NEGOT: I'll send materials and answer questions for you.

After Terry and Lyn accomplish their initial task (the exchange of information on half-way house start-up), there may be further negotiations about Lyn's role. Lyn may never be called again, may be called periodically, might come to speak to the entire task force, might become a consultant to the task force or to the state's deinstitutionalization efforts.

As you consider the network(s) you belong to, have formed or are contemplating, be aware that their success depends on many factors including the five steps we have reviewed:

1. DEFINE ITS GOAL
2. IDENTIFY NETWORK MEMBERS
3. CLARIFY EXPECTED ROLES/TASKS
4. NEGOTIATE EXPECTED ROLES/TASKS
5. PERFORM

FACILITATOR'S GUIDE: PLANNING A NETWORK TO MEET THE ORGANIZATIONAL GOAL*

GOALS:
1. To identify the organizations/departments/ programs and individuals needed to implement the goals of the home organization/program.
2. To identify those activities and resources available or needed to implement the organization's goal.
3. To identify the organizations/departments/programs greatest strength and greatest need in terms of developing a network.

GROUP SIZE: Pairs consisting of individuals from the same agency/ organization/program with a reporting relationship. (e.g. Agency Director and Program Manager.)

TIME REQUIRED: Approximately one hour.

MATERIALS: Sufficient "Network Planning Forms" for each individual and writing implements.

PHYSICAL SETTING: Sufficient space for pairs to work independently.

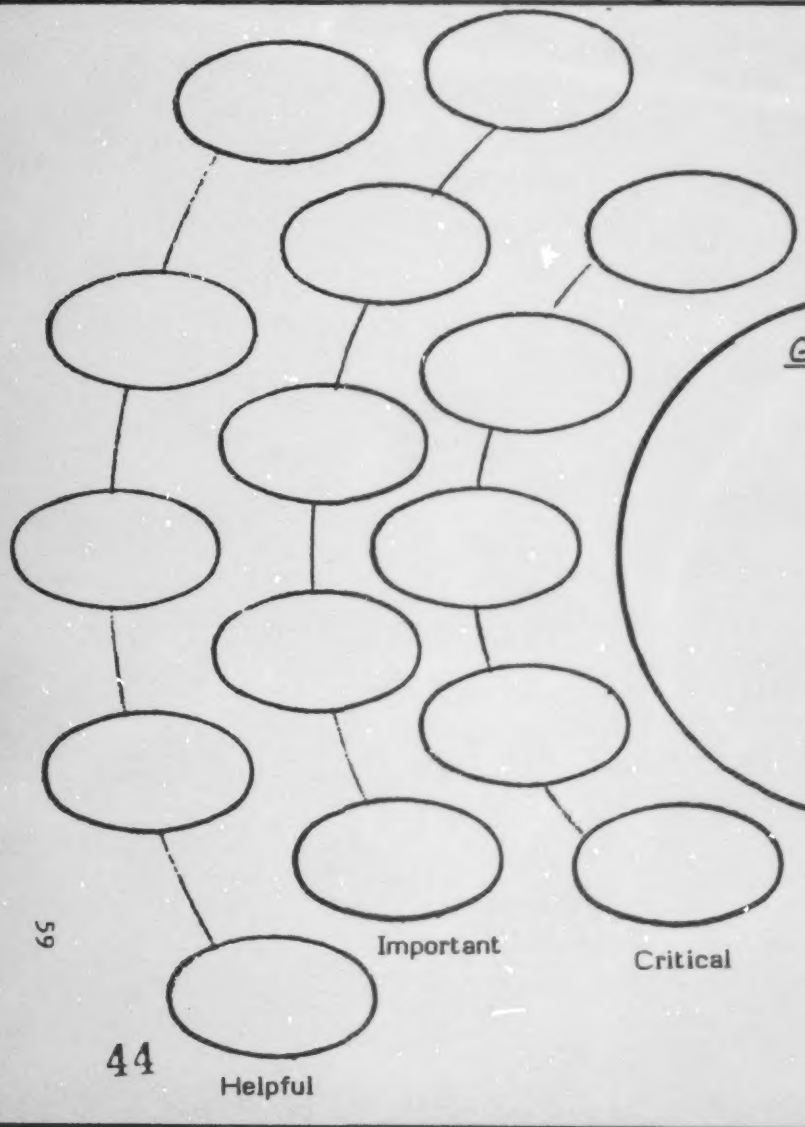
PROCESS:
1. The facilitator explains the role of the network. (See lecturette)
2. The facilitator issues one copy of the "Network Planning Form" to each individual.
3. The facilitator asks the participants to write the agreed-on program goal in the large circle and, working as individuals, to fill in as many of the ovals as possible, placing the most immediate names/ organizations in the ovals marked 'crucial'.
4. The facilitator invites each pair to share the information between them and to develop as full a list of resources and organizations as time permits.
5. The facilitator asks the participants to agree on the organization's/program's major strength and need to be offered to or sought from the planned network.
6. (Optional) The facilitator convenes the whole group and asks each pair to report strengths and needs in order to gain assistance from the other pairs.

*Developed by: S. Colantuono and M. Frith

The Ideal Network for Accomplishing the Goals of My Organization/Program (Fill in the ovals with names/organizations.)

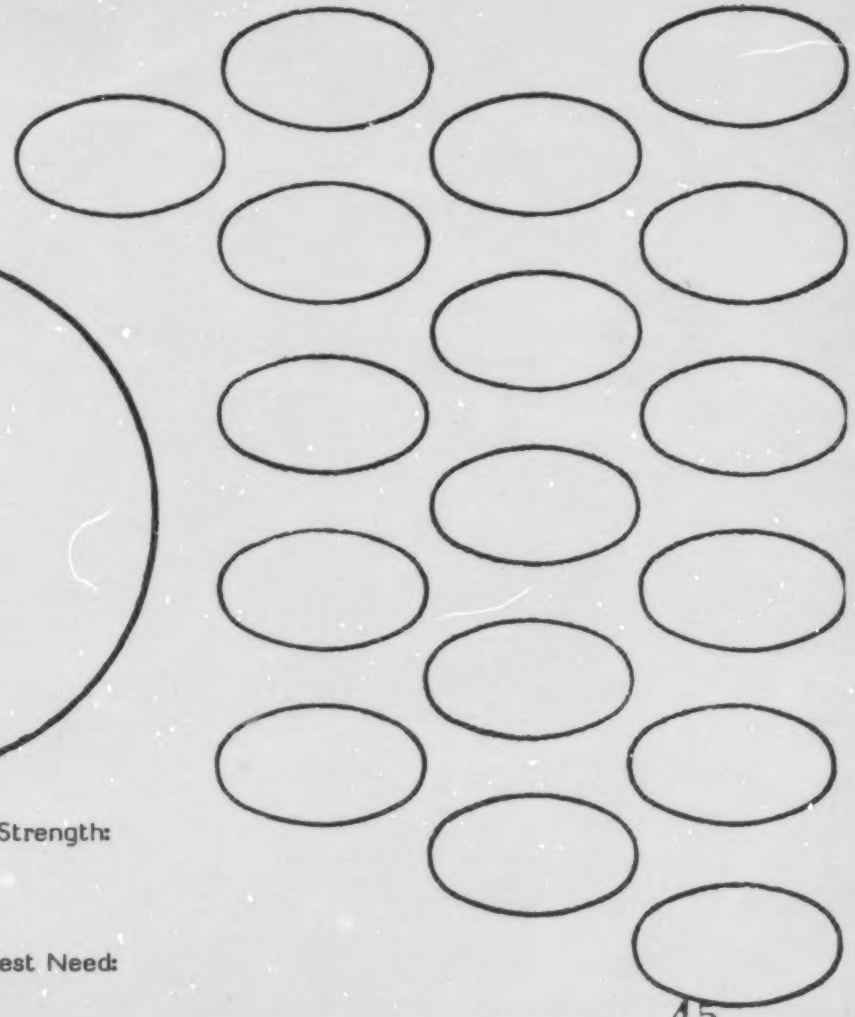
Planning a Network

Activities and Resources Available or Needed for Optimizing the Productivity of my Organization. (Fill in the ovals with categories of support.)



Main Strength:

Greatest Need:



LECTURETTE: SEVERAL PHASES IN WORK-GROUP DEVELOPMENT

Susan L. Colantuono

Taking a group from a collection of individuals connected by informal linkages to a work group accomplishing a task involves transitions through many phases each of which has various issues associated with it.

Never Worked Together, Not Sure If We Will - You may belong to an informal network of people and have come together in a situation that allows you to explore whether or not you want to join together in a formal way to work on a project. Your task, in this situation, is to become familiar with each other. This would include exchanging information about:

- The purpose of your organizations
- Your role in your organization
- Areas of concern
- Mutual areas of activity
- Resources you have and need
- Etc.

Underlying the exchange of information are various relationship issues. Each of you is asking

- Do I like and respect the others?
- Do I want to join forces with these people?
- Do they like and respect me?
- Are our values and approaches compatible?
- Etc.

The steps you are going through are those of exploring possibilities for mutually supportive relationships or jointly undertaken activities. The decision to proceed or not will depend not only on the logic of association based on similar organization/personal goals but also on the feelings of compatibility that are generated by the exchange. You may decide to work together as a group, to continue on an informal network or some combination of the two.

Never Worked Together, Plan To - Having decided as a group to work together, the next step is to define the need/goal that the group is going to address. The task is to fully explore the range of possible projects and to ultimately decide on one or two. This is an important process because a premature decision might eliminate more exciting and beneficial ideas.

During this process the relationship questions that begin to be dealt with either overtly or covertly are those related to how the group will work together. Will the group have a designated leader? What will that role entail? If not, who's responsible for what? How will decisions be made -- majority rule or consensus? When and where will meetings be held? How will varying levels of interest in the project be handled?

Once a group has clarity about its goal and initial clarity about its working structure it can proceed. (I use the words "initial clarity" advisedly because structure should always be open for renegotiation if the task is being hindered.)

Just Starting a Project - Once a goal or objective is established the next task of a work group is to identify the action steps required to get there, assign responsibility and develop a time line. Also involved in this is identification of needed resources (monetary, material and non-material) as well as exploration of potential roadblocks and strategies for circumventing them.

The creation of a plan and the assignment of roles and responsibilities raises a number of issues not present before this phase. Issues of equitable/effective distribution of responsibilities surface as do questions of whether members feel their competencies are being recognized and tapped. The group at this point must also deal with the reality of varying levels of commitment, knowledge, and experience. It is important that group members be able to voice their concerns and satisfactions about these issues as well as the process by which the plan was developed.

Once the plan is established the group moves out of preparation into the performing phase.

Working on an Ongoing Project - As the group works on its plan, the tasks become the accomplishment of plan items, the assessment of progress in relation to the plan and the modification of the plan as required.

Relationship issues surface around who is performing/not performing? How is the group dealing with non-performers? Who is helping the group/who is blocking the group? Pre-existing concerns about decision-making strategies, distribution of power, degrees of involvement are also likely to surface during the intense performing stage. It is therefore important to check the group's progress in its working relationships in addition to its progress on its tasks.

Closing Down a Project - Closure is a most difficult phase for most groups to manage. Tying loose strings, writing reports, compiling evaluations become tedious tasks when compared to the excitement of conceiving a plan and accomplishing a goal. People inevitably find their attention pulled elsewhere or have enjoyed their association with the group so much that they linger on. Thus it becomes important for the group to clearly define its closing tasks and the point at which the project formally ends.

It is also important to bring closure to the relationships that were formed around the project. People often appreciate a chance to share their feelings about the project and other work group members.

A closure meeting with agenda time for the above and a party to celebrate the accomplishment are very effective ways to cap a project. This can also provide the opportunity for the group and its individual members to address their future relationships.

Have Worked Together, Are Not Now - If no formal time was devoted to closure, chances are a group will not have defined its future and may have unfinished business of a task or relationship nature. It is useful in this case to clarify where the group has been, where it is now and what individuals want for the future.

Having an understanding of the various phases work groups go through and the tasks and issues that are associated with each phase can help you in your role as a group member or manager.

FACILITATOR'S GUIDE: GOAL SETTING FOR WORK GROUPS*

GOALS: 1. To enable groups with varying work histories to identify a workshop goal.
2. To help groups surface and address the task and relationships issues that pertain to their work history.

GROUP SIZE: Up to and including the number of people in that natural work group.

TIME REQUIRED: Approximately 75 - 90 minutes.

MATERIALS: 1. "GOAL SETTING FOR WORK GROUPS" packet
2. Newsprint and markers
3. Pens/pencils

PHYSICAL SETTING: Groups seated autonomously in a configuration that allows group members to see each other, e.g., in a circle or around a table.

PROCESS: 1. Facilitator introduces the activity. (May use information in the Appendix to the package - see also lecturette) and hands out the packet.
2. Individuals complete Step 1 (five minutes)
3. The group completes Steps 2 through the end at a self-monitored pace. (55 minutes)
4. Groups briefly report their goal to the other groups.

VARIATIONS: 1. Facilitator hands out the package and asks the individuals and groups to complete Step 1 and 2.
2. Facilitator then shares the lecturette.
3. Groups work autonomously on Steps 3 on to the end.
4. Groups briefly report their goal to the other groups.

*Developed by: S. Colantuono

PACKET:

GOAL SETTING FOR WORK GROUPS

This package contains a number of activities designed to help each group to make progress on a project, set a direction, or review its past. The activities are differentiated depending on where the group starts out. Each activity is designed to provide each group with a direction for the remainder of this workshop.

STEP ONE (5 minutes)

Working alone, the first step is to choose the category below that best describes the current status of your state group and to note why you chose that category. Second, identify the category that best describes where you would like and expect your state group to be at the end of this workshop (this may be the same as the first category) and why.

CATEGORY	WHERE I THINK THIS GROUP IS NOW AND WHY I PUT IT HERE	WHERE I WOULD LIKE AND EXPECT TO BE AT THE END OF THIS WORKSHOP AND WHY
Never worked together Not sure if we will		
Never worked together Plan to		
Just starting a project		
Working on an ongoing project		
Closing down a project		
Have worked together Aren't on a project now		

STEP TWO (10 minutes)

Now, share your analysis with the others in your group and come to agreement on where you are and where you want to be. Note these below.

WHERE WE ARE

WHERE WE WANT TO BE

If you:	Never worked together. Not sure if we will	proceed to page 3
	Never worked together Plan to	proceed to page 4
	Just starting a project	proceed to page 5
	Working on an ongoing project	proceed to page 6
	Closing down a project	proceed to page 7
	Have worked together Aren't on a project now	proceed to page 8

NEVER WORKED TOGETHER.
NOT SURE IF WE WILL.

STEP THREE

If you, as a group, have never worked together in the past and are interested in exploring the possibility of being resources to one another, you face two key areas of questions:

What would/will we do for one another?
What can't/won't we do for one another?

To help answer these questions, it's important to start with a shared understanding of your individual and organizational goals. Spend the next 15 minutes sharing with each other the goals of your organization and your personal goals within that framework. On a sheet of newsprint, summarize the organizational and individual goals.

STEP FOUR

Now that you have a shared understanding of your goals, identify the areas where you face common problems and those where you have resources to offer one another. As you talk, list on newsprint as many specific shared needs and resources as possible. Take 20 minutes for this.

STEP FIVE

In the next ten minutes, choose one shared need around which you would like to support one another. This will represent a starting place for some action planning/role negotiation. Write the need area below and phrase it as a goal: "By the end of this workshop . . . (EX: we will have decided how to share our training materials on team building.)"

NEVER WORKED TOGETHER.
PLAN TO.

STEP THREE

Having never worked together, but being interested in changing that, you face two major questions:

What will we work on?
How will we work together?

One way of getting started is to deal explicitly with needs. For the next 10 minutes, brainstorm two lists, recording the information on newsprint.

1. Problems That We Might Effectively Deal With
2. What I Want Our Working Relationship to Be Like

STEP FOUR

Put the second list aside until the end of this activity.

As a group, use the next 15 minutes to choose the one problem that you would most like to jointly address. Write it here:

STEP FIVE

For the next 10 minutes, work together to re-phrase the problem as a goal with concrete components. (EX: Problem -- chemically dependent children. Goal -- to establish community-based programs involving schools, churches, clubs, libraries, mental health centers to identify chemically dependent children, to educate on chemical abuse and refer chemically dependent children to treatment.) Write the goal below:

STEP SIX

Take 10 minutes to review the last 35 minutes in light of STEP THREE, number 2, above.

JUST STARING A PROJECT.

(Read through Steps Three and Four. If you agree you've already done these steps, proceed to either STEP FIVE or the next page.)

STEP THREE

Starting a collaborative project is eased considerably if the goal is clear, tasks are delineated and roles and responsibilities are identified. For the next five minutes, jot down your notes on the goal, tasks, and roles and responsibilities that are your project.

STEP FOUR (30 minutes)

It is unlikely that you will complete Step Four. Go as far as you can, spending time on the task that's most pressing for you.

A. Now, working with your colleagues, create (or reiterate) a jointly agreed upon goal statement.

B. Next, brainstorm a list of all the tasks that must be handled. Prioritize and/or chronologically order the list.

C. Using the brainstormed list as a base, create a master plan including each task, who's responsible for it and its time frame.

STEP FIVE (10 minutes)

Given your plan, decide how you want to use further planning time. State this as a goal: "By the end of the workshop, we will have . . . (EX: strategized how to get support from the D.O.L.)." Write your goal below.

WORKING ON AN
ONGOING PROJECT.

STEP THREE (20 minutes)

If you're already working together on a project, you have a lot of data about both the project tasks and your working relationship. As a group, brainstorm on newsprint the following lists:

Project Tasks We've Accomplished Well

Project Tasks To Be Done

Roadblocks (within and outside group)

Work Arrangements (e.g. roles, tasks) to Reopen

STEP FOUR (15 minutes)

Regarding the first list, give yourselves a pat on the back!

From the remaining three lists, choose the one activity to which you, as a group, would most like to devote planning time. Write this below:

STEP FIVE (10 minutes)

Phrase the activity as a goal: At the end of this workshop, we will have . . . (EX: decided how we can be more supportive of the Commissioner.)

CLOSING DOWN A PROJECT.

STEP THREE (5 minutes)

All too often, people pay too little attention to the issues raised by the ending of a project, and team members end the project feeling unfinished.

Major closure issues arise around the following questions:

- Who are all the people who've helped, and how can they be thanked?
- How do we (meaning all the involved people) feel about what we've done?
- How can we symbolically end this project, e.g. how can we celebrate our accomplishment?
- What do we have to say to each other about our work together?
- If we didn't meet our goal, how can we own that and also find something positive from the experience?
- How is this work evaluated? To whom do we have to report?
- Do we want to stay linked together? How?

For the next few minutes, brainstorm additions to the list above.

STEP FOUR (30 minutes)

Identify the issues that you think are most relevant to your project group and discuss possible activities that would help your project group deal with these closure issues.

STEP FIVE (10 minutes)

Choose one activity that you want to execute when you leave and around which you would like to jointly do some planning while you are here.

Below, phrase the activity as a goal: At the end of this workshop, we will have . . . (EX: identified the necessary steps and delegated responsibility for execution of an end-of-project party.)

HAVE WORKED TOGETHER.
AREN'T ON A PROJECT NOW.

STEP THREE (5 minutes)

If you have worked together in the past, you may or may not have addressed three major questions: These are:

1. How did our past project(s) go?
2. How do we feel about having worked with each other?
3. Where do we go from here?

Working alone, choose from these three the question(s) you'd most like to discuss.

STEP FOUR (25 minutes)

As a group, decide which question(s) you'll discuss and in what order. Spend the next 20 minutes sharing your thoughts/feelings about the questions. (If you choose #3, you may want to use the three steps on pages 2 or 3. If you choose questions #1 or #2, spend some time focusing on how you want your past experiences to enhance your future relationship.)

STEP FIVE (15 minutes)

From your discussions, jointly identify a problem/opportunity around which you would like to do further planning while you are here. Below, phrase the problem/opportunity as a goal: At the end of this workshop, we will have. . . (EX: identified next steps in researching the state's unemployment problem.)

APPENDIX

This page summarizes the assumptions and processes underlying the preceding exercises.

	MAIN ISSUES: TASK/RELATIONSHIP		STEPS IN PLANNING AND EXECUTION
Never worked together. Not sure if we will.	Who are these people? How can we be resources to each other?	Am I going to like them? They me?	Explore possibilities for mutually supportive relationships and activities.
Never worked together. Plan to.	What will we work on?	How will we work together?	Identify a need (goal) to work on.
Just starting a project.	What needs to be done, how, by whom?	How do I feel about my roles and those of others? How committed? Level of influence.	List the component tasks, responsibilities. Create a plan (including how you want to work together).
Working on an ongoing project.	How are we doing on accomplishing the task?	How do I/we feel about how decisions are made, who has power, who's in/out, etc.	Assess progress on the plan, adjust as needed. Review group's working relationship.
Closing down a project.	What do we have to do to finish?	How do I/we feel about what we've done?	Identify closure issues, plan and execute closure activities.
Have worked together. Aren't on a project now.	What is the nature of this group?	How do I feel about the group's past and future? (Unfinished business?)	Clarify where group is, where it's been and where it wants to go.

NETWORKING → COLLABORATION

FACILITATOR GUIDE: GOAL REALITY CHECKLIST*

GOALS: 1. Allow network/collaborative members to evaluate how possible a goal is to achieve in view of the realities of the situation.
2. Allow network/collaborative members to share perceptions of themselves and their situations with the perception of others in the group.

GROUP SIZE: Members of a network. Divide large groups into work groups of 4 - 8 members.

TIME REQUIRED: 30 - 60 minutes (depending upon group size).

MATERIALS: Sufficient "Goal Reality Checklists" for each individual, writing implements.

PHYSICAL SETTING: Sufficient space for groups to work independently. Place to write.

PROCESS: 1. The facilitator explains the purposes of checking the realities of the goal(s) chosen.
2. The facilitator distributes the "Goal Reality Checklist" forms and directs participants to follow the directions on the form.

*Developed by: J. Brandon and E. Loughran

WORKSHEET:
GOAL REALITY CHECKLIST

Read the characteristics of this goal on the left and check which ones are accurate for 1) you personally, 2) your agency, and 3) others in your collaborative group.

Do this form privately and then compare your checked area with others in your group.

Use this form to 1) see how your perceptions of yourself and your situation mesh with others' perceptions of you and vice versa, and 2) see how possible your goal is, given the realities of everyone's personal and work situations.

Characteristics of the Goal	You as a Person	Your Agency	This Group (Use initials to indicate individuals and/or agencies.)
There is support higher up for working on this goal.			
Time is available to work on this goal.			
The objectives of this goal meet the needs of...			
Meeting the needs of the recipients stated in this goal is important to...			
Skills needed to accomplish this goal can be provided by...			
Financial resources needed to accomplish this goal can be provided by...			
Non-material resources needed to accomplish this goal can be provided by...			

FACILITATOR GUIDE: ENVIRONMENTAL REALITIES *

GOALS:

1. To allow group members to evaluate and discuss with one another the practical aspects of a goal considering the realities of the environment in which the group wishes to achieve the goal.
2. To aid group members in identifying and discussing any hesitancy they may have about a goal (i.e., to surface whatever "yes but . . . " thoughts group members may have concerning the goal).
3. To function as a team building activity in that it may allow group members to vent frustrations they may have with the system in which they work and to support one another concerning these frustrating aspects of the situation.
4. To generate helping and hindering forces to be used in action planning.

GROUP SIZE: Networking or collaborative groups of up to 10 members. Divide larger groups into teams of 6 - 8.

TIME REQUIRED: About 45 minutes.

MATERIALS: Sufficient "Environmental Realities" forms for each individual, writing implements.

PHYSICAL SETTING: Enough space for groups to work privately.

PROCESS:

1. The facilitator explains the importance of looking at the impact which the larger system will have upon the goals of the group. The environment includes all sorts of limitations, needs, demands, and resources which will impact the groups function.
2. The facilitator passes out the "Environmental Realities" forms and asks participants to fill them out for their organization and with the specific goal in mind. Allow about 10 minutes for this.
3. The facilitator asks group members to share their perceptions with one another. Allow about 30 minutes.
4. The facilitator asks the group to restate their goal if necessary in view of any new information this exercise may have presented.

*Developed by: S. Colantuono and E. Loughran

WORKSHEET:
ENVIRONMENTAL REALITIES

Under each heading list the characteristics of your external environment which might have impact on the achievement of your goal.

Demographic Trends	Business/Industrial/Agriculture
Fiscal Realities	**Political Climate**
Social Characteristics	**Other**

STEP IV
GROUP FORMATION

George A. Lysiak

In networking, people come together from different offices, agencies and organizations to work on mutual problems and their resultant tasks. Since networks are groups, understanding and assisting in group formation enhances the chances for success of any network. An essential aspect of network building is to create a climate in which a group may concentrate on the task at hand efficiently and productively. Therefore, it is important for members of the team to collectively acquire and use certain skills in observing the group process, working together and managing conflicts.

Group formation is an ongoing process which continually feeds information back to the group. This information is concerned with how the group is functioning, what its needs are, and when appropriate interventions might be made. Networks are often highly task-oriented groups with large and complex agendas. It is easy for them to concentrate on the work which needs to be done and ignore the needs of individual members. However when working in groups, it is as important to consider the process by which the job gets done as it is to get the job itself completed. It is vital to explore and address group functions. Expecting a group to perform a task without addressing issues concerning its process is like asking someone with a cold to judge a perfume.

This section of the manual is divided into three parts, each of which addresses one aspect of group formation: group process-observation, team-building and managing conflict. What follows is a compilation of resource materials for each of these aspects. They may be selected, reviewed, and adapted to fit various contexts or situations. These exercises may be used in workshops, training sessions and meetings of diverse natures to assist people in working together toward building effective networks or collaborative groups.

A. GROUP PROCESS

Process vs. Content - Every group develops as a result of a series of interactions between its members. Each interaction between group members, whether verbal or non-verbal, is a form of communication. This communication simultaneously contains two levels of meaning, the digital or "content" level and the analogic or "process" level. The content level refers here to the subject matter of the group's conversation or task of the group. Most groups focus primarily on this level as a matter of course. Yet the process level can offer as much information as the content level. Analysis of the process level defines the relationships of the members of the group to the group, and examines how the group does what it does. Who says what to whom, who is silent, who interrupts, etc. are all examples of the process level.

Analysis of the process level is not the usual focus of most groups. However, for a group to focus solely on content is like a pilot who only focuses on the destination of a trip or the nose of the plane. An understanding of the various navigational dials and levers, a comprehension of aerodynamics and cartography, knowing the location of oncoming thunderstorms and menacing weather patterns along with the skills involved in piloting all contribute to the successful completion of the journey. Attention to the process level of groups can be especially useful when a group is stuck on a point or when a particular course of discussion proves fruitless. By attending to the process issues, new frames of reference can emerge and frustrating dead end patterns can receive new and often liberating meanings. With a knowledge of the processes used, a group can identify dysfunctional activities and add others needed to facilitate the task at hand.

Components of Group Process - There are many process items that should be observed, and some of the most important are listed below.

1. Leadership and Influence Styles
   - -- Who is listened to the most? (Influence)
   - -- How is this done? (autocratic, democratic, supportive laid-back, supportive)
   - -- Does this style hinder or help the group reach its goal?
   - -- Who is influenced?
   - -- Are there any obvious patterns of influence?
   - -- How do they change?

2. Patterns of Communication and Involvement
   - -- Who speaks frequently? Who doesn't?
   - -- How does the pattern of interaction change? Why?
   - -- Is the topic discussed of interest to all?
   - -- If subgroups are forming, how and why is this happening?
   - -- Are certain topics avoided more or attended to more?

3. Problem Solving/Decision Making
   - -- How are problem areas defined?
   - -- What strategies have been developed to deal with them?
   - -- Are alternatives also formulated?

-- How much has this been a group effort?
-- Who has been left out? What behaviors do they exhibit?

4. Task Accomplishment
   -- Who makes suggestions on how to proceed toward the stated goal?
   -- How does the group react to these suggestions? Are alternatives offered?
   -- Does anyone try to summarize the progress to date?
   -- Who keeps the group "on track"? Does the group respond?

5. Group Maintenance
   -- Who insures that no one monopolizes the conversation and that everyone can contribute? (Gate-keeping)
   -- In times of difficulty, does someone use humor as an escape valve? (Distracting)
   -- Who encourages everyone to contribute by keeping communication channels open? (Encouraging)
   -- Are there any efforts by group members to clarify each other's ideas? (Clarifying)
   -- Does anyone try to relieve tension and reconcile differences? (Harmonizing)
   -- Does anyone yield on their position for the sake of group harmony? (Compromising)

6. Group Climate
   -- Is group discussion overly polite? Very formal? What is the overall mood of the group?
   -- Is there an avoidance of unpleasantness? Conflict? Disagreement?
   -- Are these feelings personalized? Rejected? Not heard?
   -- Is everyone interested, involved and excited about the group and the progress toward its goal?
   -- Is the atmosphere of the group one of work, play, avoidance, satisfaction, stuckness?
   -- How cohesive is the group? Does it break into sub-groups?

7. Group Norms and Rules
   -- Are dress codes, seating arrangements, manners of speech, and physical contact included in the group's repertoire of interactive standards?
   -- Are new members easily integrated into the group? Who is helpful? Who isn't?
   -- Are there specific subjects that are "taboo?"
   -- Is risk-taking evident and encouraged? If not, what is holding it back?

These questions are by no means exhaustive and are meant to stimulate further inquiry and analysis. Additional information can be found in the references listed in the Further Resources Section.

Three Aspects of Group Processing - When looking at group process, one must observe three aspects which occur concurrently: first, how individual members function in the group; second, how the group is functioning and finally, how the group is attending to the task or goal (in this manual, that of networking).

Every group member brings with her/him a personalized agenda of goals and needs to the group. How the group deals with achieving a balance between the needs of the individuals and the needs of the group to accomplish the tasks will affect the work the group is able to do.

In this section are three forms which are designed to serve as a focus for the three aspects of group process. The attached exercises allow for a structured opportunity to closely evaluate all levels of group functioning. "Work Group Effectiveness Checklist" enables participants to assess the functioning of individual members of the group. "Description of Group Functions" enables the group to assess how it is functioning as a group. "Network Group Processing" enables the group to assess how it is performing tasks and skills which pertain particularly to networking.

FACILITATOR GUIDE: WORK GROUP EFFECTIVENESS CHECKLIST*

GOALS:
1. To enable the group to see how effectively it is achieving its stated task.
2. To allow individual participants to see how effective they have been in this group's functioning.
3. To allow individuals to see if they have added new or additionel functions to their repertoire of behaviors.
4. To provide feedback to all group members on how their behavior is perceived by the group.

GROUP SIZE: Any working group

TIME REQUIRED: 30 - 45 minutes, depending on group size

MATERIALS:
1. "Work Group Effectiveness Checklist" form
2. Pens/Pencils

PHYSICAL SETTING: Groups should be able to sit separated from other groups in a configuration that allows members to interact easily.

PROCESS:
1. The facilitator introduces the activity indicating that the first two columns are for self-evaluation and the third column is for evaluation of others.
2. The participants are handed the form and instructed to work independently.
3. After the participants have completed the form, members are urged to share their results. The facilitator may keep a record of the degree of fit between self-perceptions and others-perceptions as a way of assisting individuals.
4. A discussion of both assets and problem areas ensues and the group can brainstorm and pinpoint strategies for change.

*Developed by: J. Brandon and E. Loughran

WORKSHEET:
WORK GROUP EFFECTIVENESS
CHECKLIST

I. There are many functions that need to be performed effectively if a group is to accomplish its task. On the following list place a check mark in the first column by those functions you usually perform in groups; place a check mark in the second column if you felt you performed this function during this afternoon's exercise; and, in the third column, place the initials of other people in your group that you observed performing this function.

I USUALLY DO	I DID THIS AFTERNOON	OTHER GROUP MEMBERS DID	TASK FUNCTIONS (CONTENT)
			Initiating: Proposing tasks or goals; defining a group problem; suggesting a procedure or ideas for solving a problem.
			Seeking information or opinions: Requesting facts; seeking relevant information about a group concern; asking for expressions of feeling; requesting a statement of estimate; soliciting expressions of value; seeking suggestions and ideas.
			Giving information or opinions: Offering facts; providing relevant information about a group concern. Stating a belief about a matter before the group; giving suggestions and ideas.
			Clarifying and elaborating: Interpreting ideas or suggestions; clearing up confusions; defining terms; indicating alternatives and issues before the group.
			Summarizing: Pulling together related ideas; restating suggestions after the group has discussed them; offering a decision or conclusion for the group to accept or reject.
			Consensus Testing: Asking to see if group is nearing a decision; sending up trial balloon to test a possible conclusion.

I USUALLY DO	I DID THIS AFTERNOON	OTHER GROUP MEMBERS DID	TASK FUNCTIONS (CONTENT)
			Harmonizing: Attempting to reconcile disagreements; reducing tension, getting people to explore differences.
			Gatekeeping: Helping to keep communication channels open; facilitating the participation of others; suggesting procedures that permit sharing remarks.
			Encouraging: Being friendly, warm, and responsive to others; indicating by facial expression or remark the acceptance of others' contributions.
			Compromising: Offering a compromise which yields status; admitting error; modifying in interest of group cohesion or growth.
			Standard setting and testing: Testing whether group is satisfied with its procedures or suggesting procedures, pointing out explicit or implicit norms which have been set to make them available for testing.

II. List the functions that most helped this group complete the task.

III. List the functions we as a group needed to do more of to work effectively.

FACILITATOR GUIDE: DESCRIPTION OF GROUP FUNCTIONS*

GOALS: 1. To enable a group to understand how it is developing, what the nature of its interactions are and how much consensus there exists between members on how it is functioning.
2. To identify for the group, dysfunctional or problematic interactions in need of change.

GROUP SIZE: Any working group

TIME REQUIRED: 20 - 30 minutes

MATERIALS: 1. "Description of Group Functions" form
2. Pens/Pencils

PHYSICAL SETTING: Sufficient space for members to sit separately, yet close enough for later discussion.

PROCESS: 1. Facilitator introduces the activity, stressing that group members focus on overall group behavior rather than an individual members behavior.
2. In handing out the form, individuals are urged to cite specific instances or sets of instances that helped form their conclusions.
3. All participants work independently on the forms. When this has been completed, they are encouraged to address each item, discuss the rationale for their answers and explore both the differences in perceptions and strategies for changing particular problem areas.

*Developed by: E. Loughran and E. Jones

WORKSHEET:
DESCRIPTION OF GROUP FUNCTIONS

Rate the group on each statement below with "4" representing your highest agreement and "1" representing your lowest agreement with the statement.

Circle the number that best approximates your rating of the behavior exhibited by the group.

1.	Group members understood the problem under discussion.	1	2	3	4
2.	Group members stayed on the topic.	1	2	3	4
3.	Group members avoided premature closure on discussion.	1	2	3	4
4.	Group members contributed equally to the discussion.	1	2	3	4
5.	Group members agreed with group consensus and/or decisions.	1	2	3	4
6.	Group members discussed their opinions without hiding personal feelings.	1	2	3	4
7.	Group members were able to resolve conflict or discontent.	1	2	3	4
8.	Group members displayed commitment to the group tasks.	1	2	3	4
9.	Group members indicated satisfaction with the group process.	1	2	3	4
10.	Group members indicated satisfaction with the group outcomes.	1	2	3	4

FACILITATOR'S GUIDE: NETWORK GROUP PROCESSING*

GOAL: To enable a group to assess its effectiveness by looking at group functioning and individual member skills as they pertain to networking

GROUP SIZE: Up to and including the number of people in any working group

TIME REQUIRED: 5 - 7 minutes for individuals to complete the form. Additional time is required for the group to discuss individual assessments. This will vary depending on group size.

MATERIALS:
1. "Network Group Process" form
2. Pens/pencils
3. Crayons, markers, large sheets of paper (for Variation #2)

PHYSICAL SETTING: Groups should be able to sit separated from other groups in a configuration that allows members to see other members, e.g., in a circle or around a table.

PROCESS:
1. Facilitator introduces the activity spending more or less time depending on the groups' knowledge of process issues.
2. In handing out the form, the facilitator urges individuals to cite specific instances that account for their answers and to be very thoughtful about their answers.
3. Participants work individually to complete the form. When all the members of the group have completed the form they then discuss their answers, explore differences in perceptions and determine possible changes in future working patterns.

VARIATIONS:
1. If a group is going to work together for several days, copies of this form can be administered at various times to allow the group to track its progress.
2. Having each work group actually represent itself with color, shapes, and images and sharing its representation with other groups is a nice closing activity. This can be done with magic markers or crayons on large sheets of newsprint. It is fun and helps inform various groups of the status of other groups.

*Developed by: S. Colantuono and M. Frith

WORKSHEET:
NETWORK GROUP PROCESS FORM

This form has been developed as an aid in looking at how your group is working together. It looks at general issues as well as networking and collaboration. (You will not be asked to turn this in.)

GENERAL	Not at all						Completely
	1	2	3	4	5	6	7
This group articulates and gets agreement on what its task is.	1	2	3	4	5	6	7
In this group, people's feelings are expressed and used to help accomplish the task.	1	2	3	4	5	6	7

How does this group make decisions? How is leadership exercised?

If a painter were to represent this group, what colors, symbols, shapes, images, etc. would be used?

NETWORKING	Not at all						Completely
	1	2	3	4	5	6	7
Members of this group can identify people and agencies potentially useful to them.	1	2	3	4	5	6	7
Members of this group recognize that they have a wide range of materials and non-material resources to offer.	1	2	3	4	5	6	7
Members of this group seek and maintain mutually beneficial contacts.	1	2	3	4	5	6	7

If a spider were to expand its net(working) skills, what could it learn from this group?

COLLABORATION	Not at all						Completely
	1	2	3	4	5	6	7
This group sets specific goals and action steps that are mutually advantageous.	1	2	3	4	5	6	7
Members of this group are clear on the roles they are expected to fill.	1	2	3	4	5	6	7
This group explores individual differences and uses them as data to work with.	1	2	3	4	5	6	7

If this group were visiting an oracle, what warning would the oracle give?

B. CONFLICT MANAGEMENT

Conflict is an inevitable and even necessary part of human existence. It is a natural process of human interaction which everyone experiences at varying levels every day. The potential for conflict exists whenever two or more people attempt to accomplish a common task. Conflict itself is neither good nor bad. One may even go so far as to say that without the opportunity for conflict no new ideas or strategies would emerge and the status quo would always be maintained. It is the attempts at managing conflict which may be called good or bad -- or, more accurately, more or less successful. The approaches taken to manage conflict will either hinder or improve the problem solving capacity and eventual task accomplishment of a group.

In this section suggestions for ways to identify, address and manage conflict will be presented. The intent is not to offer solutions to disagreements or to prescribe ways of eliminating or avoiding conflict, but rather presented here are suggestions on how to identify the differences in a group in order to improve its functioning. The materials which follow are intended to be tools with which to manage conflict so that positive, constructive results can be achieved.

Common Causes of Conflict* In order to manage conflict, it is important to be able to identify the cause or underlying incongruence from which conflict stems. Below are some of the more common causes of conflict.

Different Goals

All people are goal directed, yet not everyone agrees on what goals to pursue. Family members might disagree on whether or not to take a vacation or build a room addition. When given a choice by his father, a young man may not be able to choose between a new car or the chance to go to college. An individual may have internal conflict due to two opposing goals he has. For example, he may have a goal to be "drug free" and also have a goal of being considered a "regular guy" by the other inmates in his unit. If the inmates he's trying to be "OK" with are using drugs, he has set two conflicting goals for himself and will find it hard to choose one of them over the other.

Different Methods Proposed to Reach a Common Goal

There are usually alternative approaches to achieving almost any goal. Consequently, people get into a conflict over the best way to accomplish a goal. Students might disagree on whether to tell their instructor they want an "in class" exam or a "take home" exam. An individual may want to remain "drug free" and will have internal conflict about whether to consider addiction the problem and "go on methadone" or whether to treat his addiction as a symptom of ineffective coping and try to develop

*Derived from "Practical Applications of Psychology" by Anthony F. Grasha, University of Cincinnati. Winthrop Publishers, Inc., Cambridge, Mass., 1978.

strengths to handle his problems so well that he won't need heroin. A person may have a goal of having money, but be torn between working to get it or acquiring it quickly through stealing.

Different Methods to Distribute Resources

People, materials and money are usually in limited supply. How to distribute them is often a problem for individuals. A group of inmates planning a workshop may disagree on who should do what part of the project. An inmate may disagree with his counselor on what constitutes an appropriate way to spend money for pre-release clothing. An inmate clerk may generate internal conflict over whether to please his staff supervisor and type only assigned work or whether to try to please a few inmates and "fit in" some of their personal typing along with his assigned typing.

Different Expectations

There are times when individuals expect different things from each other. One inmate may expect his roommate to clean their room every other day; the other inmate may think once a week is plenty. An individual may lay different expectations on himself at differing times which causes internal conflict. An inmate may intend to study for the GED over the weekend because he expects to take his test on Monday. However, the nice fall weather causes him to want, and to feel, it's "OK" to "knock around" outside this weekend. He will have trouble deciding between two conflicting expectations: to learn and to enjoy himself.

Threats to Self Esteem, Identity or Security

Between individuals, attempts at embarrassment, verbal attacks or "fronting someone off" will lead to conflict. Such behavior will make individuals defensive, will increase the level of tension between people and create frustration. We can all think of many other behaviors which threaten our self esteem, our identity or our security.

Modes of Conflict Management:* Being able to identify conflict is only the first step in dealing effectively with it. Once conflict is identified, it must be managed. Conflict situations are situations in which the concerns of two people appear to be incompatible. In such situations, we can describe a person's behavior along two basic dimensions: (1) assertiveness, the extent to which the individual attempts to satisfy his own concerns, and (2) cooperativeness, the extent to which the individual attempts to satisfy the other person's concerns. These two basic dimensions of behavior can be used to define five specific methods of dealing with conflicts.

*The five modes of conflict management are adapted from the Thomas-Kilmann Conflict Mode Instrument by Kenneth W. Thomas and Ralph H. Kilmann, Tuxedo, New York, 1974.

All five modes are useful in some situations, each represents a set of useful social skills. Our conventional wisdom recognizes, for example, that often "two heads are better than one" (collaborating). "Split the difference" (compromising), "leave well enough alone" (avoiding), "might makes right" (competing). The effectiveness of a given conflict-handling mode depends upon the requirements of the specific conflict situation and the skill with which the mode is used.

Each of us is capable of using all five conflict-handling modes, none of us can be characterized as having a single, rigid style of dealing with conflict. However, any given individual uses some modes better than others, and therefore, tends to rely upon those modes more heavily than others, whether because of temperment or practice.

The conflict behaviors which people use are therefore a result of both their personal predispositions and the requirements of the situations in which they find themselves. The following are some examples of different conflict behaviors.

Competing is assertive and uncooperative -- an individual pursues his own concerns at the other person's expense. This is a power-oriented mode, in which one uses whatever power seems appropriate to win one's own position -- one's ability to argue, one's rank, economic sanctions. Competing might mean "standing up for your rights," defending a position which you believe is correct, or simply trying to win.

Uses:
1. When quick, decisive action is vital -- e.g., emergencies
2. On important issues where unpopular courses of action need implementing -- e.g., cost cutting, enforcing unpopular rules, discipline
3. On issues vital to company welfare when you know you're right
4. To protect yourself against people who take advantage of noncompetitive behavior

Accommodating is unassertive and cooperative -- the opposite of competing. When accommodating, an individual neglects his own concerns to satisfy the concerns of the other person. There is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when you would prefer not to, or yielding to another's point of view.

Uses:
1. When you realize that you are wrong -- to allow a better position to be heard, to learn from others, and to show that you are reasonable.
2. When the issue is much more important to the other person than to yourself -- to satisfy the needs of others, and as a goodwill gesture to help maintain a cooperative relationship.
3. To build up social credits for later issues which are important to you.

4. When continued competition would only damage your cause -- when you are outmatched and losing.
5. When preserving harmony and avoiding disruption are especially important.
6. To aid in managerial development of subordinates by allowing them to experiment and learn from their own mistakes.

Avoiding is unassertive and uncooperative -- the individual does not immediately pursue his own concerns or those of the other person.

He does not address the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

Uses:
1. When an issue is trivial, of only passing importance, or when other more important issues are pressing.
2. When you perceive no chance of satisfying your concerns -- e.g., when you have low power or you are frustrated by something which would be very difficult to change (national policies, someone's personality structure, etc.)
3. When the potential damage of confronting a conflict outweighs the benefits of its resolution.
4. To let people cool down -- to reduce tensions to a productive level and to regain perspective and composure.
5. When gathering more information outweighs the advantages of an immediate decision.
6. When others can resolve the conflict more effectively.
7. When the issue seems tangential or symptomatic of another more basic issue.

Collaborating is both assertive and cooperative -- the opposite of avoiding. Collaborating involves an attempt to work with the other person to find some solution which fully satisfies the concerns of both persons. It means digging into an issue to identify the underlying concerns of the two individuals and to find an alternative which meets both sets of concerns. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights, concluding to resolve some condition which would otherwise have them competing for resources, or confronting and trying to find a creative solution to an interpersonal problem.

Uses:
1. To find an integrative solution when both sets of concerns are too important to be compromised.
2. When your objective is to learn -- e.g., testing your own assumptions, understanding the views of others.
3. To merge insights from people with different perspectives on a problem.
4. To gain commitment by incorporating other's concerns into a consensual decision.
5. To work through hard feelings which have been interfering with an interpersonal relationship.

Compromising is intermediate in both assertiveness and cooperativeness. The objective is to find some expedient, mutually acceptable solution which partially satisfies both parties. It falls on a middle ground between competing and accommodating. Likewise, it addresses an issue more directly than avoiding, but doesn't explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.

Uses:
1. When goals are moderately important, but not worth the effort or potential disruption of more assertive modes.
2. When two opponents with equal power are strongly committed to mutually exclusive goals -- are in labor-management bargaining.
3. To achieve temporary settlements to complex issues.
4. To arrive at expedient solutions under time pressure.
5. As a backup mode when collaboration or competition fails to be successful.

A Conflict Management Process - Managing conflict is not a static process. The above constructs are meant as guideposts and not as cookbook directions. Like all other functions in a group, conflict is an organic yet idiosyncratic process. A group facilitator must design and adapt any activities to meet the specific needs of the group. With this in mind, the following framework for working with conflict is presented.

First, a group must recognize the conflict exists. "Head-in-the-sand" denial or superficial washing over of real disagreements serves only to escalate the situation. Only by agreeing that conflict is present can a group get on to addressing it. Next, the group must agree to attend to these apparent incongruities. Having everyone's energy and commitment to work toward some kind of mutually agreeable end is a necessary prerequisite in order to insure successful completion. Third, the conflict must be diagnosed properly. In order to do this, important information must be gathered. Who is involved? What are their feelings/opinions? Who feels the strongest? What is the issue? The specific information to be garnered, of course, is situation-dependent and must be gleaned from what is already known. Each question can lead to what the next question should be. An important question to be asked during this process is, "How can this conflict be used to assist the group in reaching its stated goal?" Conflict can be used as a constructive part of group growth and development.

Next, individual needs and wants must be identified and acknowledged. In this way, specific statements can be clarified and explained. By having members concretize their concerns, preferably in behavioral terms, formerly fuzzy and ambiguous notions become clear and specific and easier to manage. In spelling them out group members will unconsciously begin the steps necessary in their resolution. Alternatives and compromises can start being expressed and provide the groundwork necessary for problem-solving. The next step is to identify mutually exclusive positions. In this way, members can agree to disagree, if need be. At the very least, the energy of the group can be spent in more productive ways and away from self-defined dead ends.

Once disagreement is acknowledged, agreement can be pursued. From the previous steps, areas of potential agreement should be fairly obvious. Clarifying and understanding the extent of these areas will follow from this attempt. By stressing these positives, the group is working from its strengths and building in success. The focus is one of movement and progress in achieving the group's goal while building new momentum for it. By acknowledging conflict as a problem, the group relegates it to the level of the solvable and thus amenable to a variety of problem-solving techniques.

A plethora of problem-solving techniques exist in the literature of group facilitation. One which has proved useful in the networking process is "Intergroup Conflict Resolutions: a Differentiation Model" which follows. It is especially useful in situations where a facilitator wishes to allow groups to exchange and clarify their perceptions of one another so that misperceptions can be eliminated and a foundation layed for resolving real conflicts.

Other conflict management strategies and activities which may be of use are:

"Conflict Resolution: A Collection of Tasks"	A Handbook of Structured Experiences for Human Relations Training, Pfeiffer and Jones, Univ. Associates	Vol. I, pp. 70-71.
"Prisoner's Dilemma: An Intergroup Competition"	Ibid.	Vol. III, pp. 52-56.
"Polarization: A Demonstration"	Ibid.	Vol. III, pp. 57-61.
"Wahoo City: A Role Alteration"	Ibid.	Vol. III, pp. 100-108.
"Wooden Blocks: A Competition Exercise"	Ibid.	Vol. IV, pp. 18-20.
"Systems Problems: A Diagnostic Activity"	Ibid.	Vol. IV, pp. 38-40.
"The In-Group: Dynamics of Exclusion"	Ibid.	Vol. IV, pp. 112-114.
"Absentee: A Management Role Play"	Ibid.	Vol. V, pp. 49-52.
"Negotiating Differences: Avoiding Polarization"	Ibid.	Vol. VI, pp. 114-116.
"Spy: An Intergroup Activity"	Ibid.	Vol. VI, pp. 117-126.

FACILITATOR GUIDE: INTERGROUP CONFLICT RESOLUTION: A DIFFERENTIATION MODEL*

GOALS: 1. To allow the groups involved in the conflict to exchange their perceptions of themselves and those of the other group(s).
2. To allow each group to react to how they have been perceived by others.
3. To clear up misperceptions and identify real conflicts in a positive, constructive manner.

GROUP SIZE: This can vary with the needs of the situation, although no single group should exceed 20 members.

TIME REQUIRED: One and a half hour minimum

MATERIALS: Newsprint and magic markers for each group

PHYSICAL SETTING: Sufficiently comfortable space for the whole group to meet together and for individual groups to work in privacy.

PROCESS: 1. The facilitator explains the goals of the exercise and designates the areas each group will work in.
2. Sheets of newsprint with the questions to be addressed are put up. The facilitator asks the group to brainstorm their responses. Record all responses without editing. Check synthesis of longer statements with speaker before recording. Allow 30 minutes for this step.
3. Reconvene large group and report out information generated by each group. Answer clarifying questions only.
4. Trainer divides the large group into the original small groups again and leads another brainstorming session on the group's reaction to how they were perceived and what new information they have about the other group(s), as well as the implications this new information has for them.
5. Trainer reconvenes large group and reports out each groups' responses and reactions.
6. Trainer leads a discussion on the implications of the information generated. This can be done in the large group or by creating new small groups with a mix of participants from the original groups and supplying them with discussion questions.

VARIATIONS: 1. The questions asked for the first brainstorming session should be designed to reflect the type of conflict between the groups, e.g., role confusion, different goals, constraints on groups, different organizational structures, etc.

2. For step 6 the mixed groups can be given tasks which require collaboration and problem solving in addressing the conflicts which have been identified. Allow at least a half an hour for this final process step.

* Developed by: W. Barnes

C. TEAM BUILDING

Team work is important for any group attempting to achieve a designated goal. Although tasks can be achieved by the individual efforts of team members, team work affords a more judicious use of energy, usually within a shorter period of time to achieve the same end. The adage "many hands make light work" serves as the motto for any team building effort.

Team building is the process by which a collection of individuals form an effective work group. Team building helps develop trust and an understanding of each other's differences in backgrounds and ways of thinking and working, strengths and interests; and an eventual method of working efficiently together. This form of social interaction is both a process and a result. Team building is cyclical, in that groups learn trust and ways of working together by working together and trusting each other. When a group is effective, this can lead to success, which strengthens the unity of the group. This in turn enhances the group's effectiveness, thus improving it's chances of being successful and so on in an ongoing cycle of mutual reinforcement.

It is unusual for most groups to do their work as a group. Usually they break down into dyads and triads to accomplish a task. Team building activities however, allow the entire group to work on a single project so that each member has a similar experience and the same point of reference. One cannot create or develop team building from a cookbook recipe; rather it must be fostered and tended to like a new spring crop. The organic and cyclical nature of teambuilding demands that it emerge from the group experience.

The five key processes of team building for ongoing team effectiveness are:

* Building Trust
* Sharing Information
* Developing Consensus
* Team Problem-Solving
* Role Clarifying and the Division of Labor

These are not to be construed as separate and distinct, but as overlapping and integrated phenomena. The reader is cautioned to consider this process not as a project for construction with well-defined pieces of information, logic and content but as a natural evolution of the group's mutual struggle at attaining a common goal. The end result more closely resembles a cluster of vines than a wall of bricks.

Trust: The underlying value on which teams are built and strengthened is trust. Trust cannot be infused into a group or merely discussed by it; trust must grow over time by being and working together. Just as individuals have

different levels of trust tolerance, so groups have varying levels of reaching thresholds of trust. In this regard it is important to remember that trust is not an absolute entity and must be seen as situation-specific.

Sharing: Sharing of personal information is one way of facilitating trust among group members. This allows members to explore each other's backgrounds and world views, to compare areas of strengths and interests while participating in the building of group norms and goals in ways that open lines of communication and the sharing of responsibility. The shared nature of this process demarcates the group's experience and forms a boundary between it and the outside world. Thus a group identity emerges and the intra-group level of trust is heightened, allowing the group to move on to more task-oriented needs and goals. At the end of this section is included a "Personal Time Line" exercise that can be used in situations where the members of a new group wish to share their personal or professional histories in a systematic way.

Developing consensus: A structured team building exercise can allow a group to look at its own group process and arrive at a better understanding of what it can do to maximize the resources it has to produce the optimum results. Effective groups can generate greater results with much more efficiency. Team building provides a vehicle for highly divergent groups to come together for common goals focusing on their commonalities and strengths. Developing consensus provides an opportunity for individual members to explore and examine personal belief systems, opinions, and ideas. Airing these heretofore undisclosed meanings gives all members an opportunity to locate and build on areas of consensus and vitiates the need for secret resentments or resolving extraneous and/or minor differences.

Problem solving: An additional benefit of working as a team is that the energy and resources of individual members come together so that the whole is greater than the sum of the parts. Team problem solving not only allows for the greater use of individual contributions but serves as a catalyst for the emergence of newer and more appropriate strategies and designs. The collective nature of this kind of endeavor allows for the sharing of information and the cross fertilization of individual concepts and notions. "Brainstorming" has become a household word in corporate boardrooms, agency meetings, and classroom situations around the country. The obvious benefits of this form of teamwork have not been lost on decision makers, educators and groups of all kinds and serves to underline its value in any networking or collaborative effort.

Role-clarifying: Providing members with an opportunity to get to know each other, assists the group in allocating individual resources more appropriately and with a better "fit" to achieve the task at hand. This allows for a more efficient and shared division of labor where skills are matched to meet group needs in ways that assure that no one member feels overburdened or incompetent. By having clear roles for everyone, the group avoids duplication of effort and minimizes chances of failure present in any undertaking. Additionally, when everyone is successful in their role, this builds greater individual commitment to the group and improves group cohesiveness and effectiveness. This in turn will renew the interactional loop of group effectiveness-success- trust building - etc.

Networking and collaborative efforts can both greatly benefit from effective teamwork. Yet networking does not necessarily require team building as a prerequisite. In some networks there may not be contact between all network members or even a need for all members to interact at once with one another. In these instances, communication linkages may be sufficient. Collaboration, on the other hand, has team building as a core element. In order for two or more agencies or individuals to share and participate in a joint venture, the ongoing cycle of teamwork: trust, understanding, common goals, shared experiences, working together should be present to insure success. As has been noted above, the exact elements involved will depend on the specifics of the given situation. A successful strategy adapts the particulars to the idiosyncratic needs of the group.

Typically there are three sorts of team building activities that a group can attempt. It can plan and participate in non-task activities, such as meals, parties, fund raisers or excursions as one form of team building. The limits of this sort of activity are that they are time-consuming, often not practical, and can be viewed as frivolous and tangential by group members. Additionally, some members may not excel at the social skills necessary for these more informal encounters. Another sort of activity that promotes team work is participation by the group in the "real" task of the group. This however, can be an inefficient way of building a team and is especially difficult if trust and sharing have not been sufficiently developed. Working on an important task before sufficient team building has taken place is inefficient and can prolong and undermine the accomplishment of the state task.

Finally, a structured exercise can be designed to stimulate the processes which occur during both informal (social) or formal (task) group activities. A structured exercise can provide a more focused activity in which information can be shared, trust built and work divided in ways that promote consensus. These activities encourage, through simulation, the reinforcing cycle of team building.

Listed below are a few suggestions for structured exercises which may be used to augment a group's team building process. They are action-oriented and designed for general application to group settings and, therefore, may need to be adapted to the particular circumstances of specific groups.

"Team Problem Solving: The Zin Obelisk"	Imposing Work Groups: A Practical Manual For Team Building, University Associates, Inc., 1979.	pp. 147-151
"From Me to You, From You to Me"	Ibid.	pp. 187-189.
"An Experiment in Cooperation, Broken Squares Exercise"	A Handbook of Structured Experiences for Human Relations Training, Pfeiffer, Jones, University Associates.	Vol. I, pp. 25-27.

"Top Problems: A Consensus Seeking Task"	Ibid.	Vol. I, pp. 49-53.
"NORC: A Consensus-Seeking Task"	Ibid.	Vol. II, pp. 18-23.
"Tutts & Tipps: Group Problem Solving"	Ibid.	Vol. II, pp. 24-28.
"Team Building: A Feedback Experience"	Ibid.	Vol. III, pp. 73-77.
"Pine County: Information Sharing"	Ibid.	Vol. IV, pp.75-87.
"Twenty-five Questions: A Team Development Exercise"	Ibid.	Vol. IV, pp. 88-91
"Sales Puzzle: Information Sharing"	Ibid.	Vol. V, pp. 34-38.
"Room 703: Information Sharing	Ibid.	Vol. V, pp. 39-43.
"Agenda Setting: A Team Building Starter"	Ibid.	Vol. V, pp. 108-110.
"Role Clarification: A Team Building Activity"	Ibid.	Vol. V, pp. 136-138.
"Team Development: A TORI Model"	Ibid.	Vol. VI, pp. 54-56.

FACILITATOR'S GUIDE
PERSONAL TIME LINE*

GOALS:
1. To develop and increase the level of trust (of group members) by sharing personal information.
2. To canvas group members as to personal resources available and come to an understanding of how these resources can be maximized.
3. For group members to see areas of commonality and shared experiences.

GROUP SIZE: 5 - 15 members

TIME REQUIRED: 45 - 90 minutes depending upon group size

MATERIALS:
1. Several large boxes of crayons or markers
2. Long pieces of newsprint
3. Tape

PHYSICAL SETTING: Sufficient space for drawing independently. Sufficient wall space for hanging the time lines.

PROCESS:
1. Facilitator asks group members to draw a time line of their past ten years using various colors and symbolically depicting important events, people or locations during that time.
2. Group members retire to separate spaces to develop their personal time lines. (20 - 30 minutes)
3. Each group member explains and shares personal time line with the group.
4. The facilitator encourages group members to explore areas of commonality.

*Developed by J. Brandon and G. Lysiak

STEP V
ACTION PLANNING

Action Planning refers to a process by which individuals or groups may develop a realistic, step-by-step plan for reaching a given objective. It is one answer to the question, "We know where we want to go; how do we get there?"

The method employed in this section uses Kurt Lewin's Force Field Analysis to aid participants in identifying both current resources available to achieve a given goal and obstacles to be overcome or by-passed. This section contains a short lecturette describing Lewin's theory and three different plans for its use. All three direct Action Planning packets are designed so they can be used by work groups without trainer supervision. The first, "Planning for Change" is designed to be used in the early stages of network formation to help identify other potential network members. The second packet, "Action Planning" is designed to be used by an established group to refine and achieve a specific goal. The third packet, "Network Planning" is designed to be used by groups at various stages of development to formulate new plans or improve the effectiveness of existing plans.

The processes in all three packets are intended to be used by groups both in workshop settings and in the field.

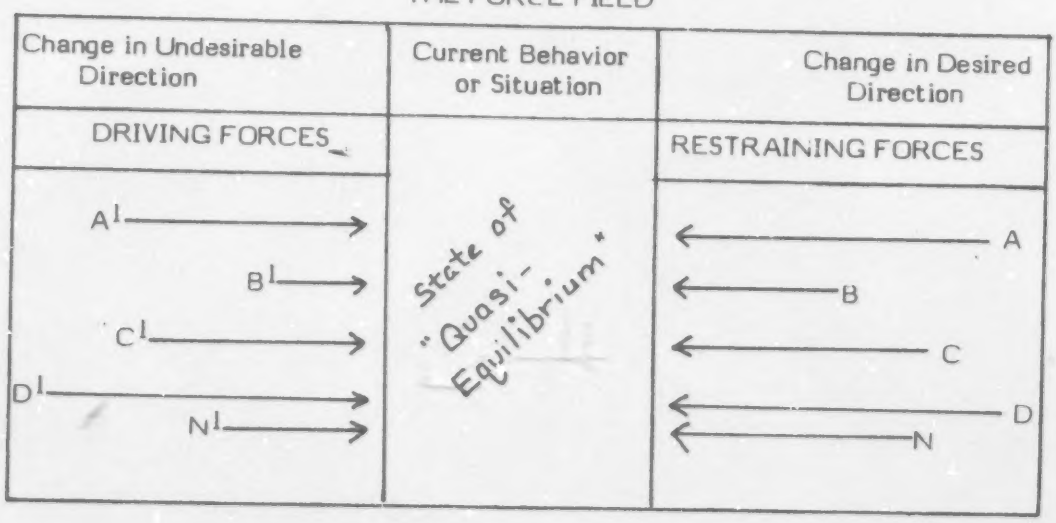
LECTURETTE:
FORCE FIELD ANALYSIS AND CHANGE

Donald K. Carew

Too often in considering a piece of behavior we view it as a static "habit" or "custom" that exists in its present form due to historical chance rather than to any interplay of presently existing forces. Kurt Lewin, whose theories laid the groundwork for much of our thinking on group behavior and social change, viewed a piece of behavior as a dynamic equilibrium of forces working in opposite directions. Thus, the behavior exists at its present level rather than at another level because the sum of the strengths of the restraining forces are equal to the sum of the strengths of the driving forces. When the sum of the strengths of the forces are not equal, we have a situation of change and the new behavior that results will be the level at which the sum of the strengths are again equal.

Because of the dynamic nature of these forces and of the potentials for change in the state of equilibrium, the level of equilibrium is not viewed as stationary but rather as "quasi-stationary". A habit, then, may over time show some mild fluctuations, but because the strength of neither set of forces has been appreciably modified, there is no significant change in the equilibrium and the level of behavior tends to stay at its original point. The diagram below summarizes this state of equilibrium.

THE FORCE FIELD



Change in the behavior occurs when there is an inequality between the sum of the strengths of the driving and of the restraining forces. The inequality unfreezes the present level of behavior and moves it to a new level at which the sum of the strengths of the driving and restraining forces are again equal. An inequality in strength can occur under three conditions:

a) A change in the strength of force (this can be either an increase or decrease in magnitude)
b) A change in the direction of a force (a force which was at one time a restraining force now serving as a driving force)
c) The addition of a new force or removal of an existing one

Two methods for changing a level of behavior are generally employed. We either work on increasing the number or strength of the driving forces hoping by superior pressure to push the level of behavior, or we work on the restraining forces, hoping by either decreasing their number or strength to create an imbalance that will cause the behavior to move. With the first method, the change from the original level to the new one usually is accompanied by a situation of increased tension. The addition of the new driving strength, without any reduction in strength in the restraining side, produces a higher degree of aggressiveness, higher emotionality, and lower constructiveness. On the other hand, since the second method uses a reduction in strength of the restraining forces, the change to the new level usually is not accompanied by these high tensions.

It should be noted that we are talking about the "sum of the strength of the forces" rather than the "sum of the forces". Different forces have different degrees of power so that adding up the number of forces (and ignoring their relative strengths) on each side will not tell which side is stronger.

In force field analysis, change is a three step process. Initially we must "unfreeze" the present level. Then we must move the level to the new or desired point and finally, once the behavior is at the new level, we must "refreeze" it there. "Refreezing" means helping the forces that are now producing the new "quasi-stationary equilibrium" to be more than temporary ones. All too often we forget this step, and shortly after it has reached a new level, the behavior drops back to its previous level.

FACILITATOR'S GUIDE: PLANNING FOR CHANGE*

GOALS: 1. To aid participants in reaching a specific previously defined objective using Kurt Lewin's Force Field Analysis as a method of developing an action plan.
2. To aid participants in identifying specific people or groups to include in a network to meet a specific objective.

GROUP SIZE: This activity is designed to be used by pairs at the initial stages of network formation, but it could be used with larger groups with only slight changes.

TIME REQUIRED: 45 minutes

MATERIALS: Sufficient "Planning for Change" packets for each individual, writing implements.

PHYSICAL SPACE: Enough space for pairs or groups to work privately

PROCESS: 1. The facilitator discusses Kurt Lewin's Force Field Analysis.
2. The facilitator distributes "Planning for Change" packets and instructs participants to follow the directions and time limits therein.
3. The facilitator reminds participants of the time as the activity progresses as it is important that the packet be completed without lengthy discussions.

*Developed by D. Carew and E. Loughran

PLANNING FOR CHANGE

Kurt Lewin's Force Field Analysis

STEP I - Setting Objectives (5 minutes)

Choose one objective which is of immediate importance to you and which you wish to concentrate on. Describe it briefly here:

PLANNING FOR CHANGE -- STEP II

Creating an Ideal (10 minutes)

The first and most important step in making a change relevant to your specific objective is to look beyond the present situation or conditions as they currently exist. Rather than spending time and energy on how things are now, try to visualize and verbalize conditions as you would like them to be.

What would the situation be like?

What would you be doing?

What would other people in your network be doing?

PLANNING FOR CHANGE -- STEP III

Diagnosing Forces that Help and Hinder Movement Toward the Objective (15 minutes)

There are forces in every situation that cause things to remain as they are. Forces in this case can be people, resources, activities and networks. The forces that push toward change are called driving or helping forces. The forces that resist change are called restraining or hindering forces. In order to plan appropriate strategies for change, the forces in the situation must be clearly understood and identified. What forces will help you achieve your goal and what forces will probably hinder you from achieving your objective? In identifying forces think not only of forces within your own group or agency but also in other groups or agencies as well.

Helping Forces	Hindering Forces

Step III B: Not all forces are equally important, nor is it possible for you to influence all forces. Discuss with your partner which of these forces are particularly important and which you think you can influence constructively. Star these forces.

PLANNING FOR CHANGE -- STEP IV

Action Planning and Building Support (10 minutes)

From the list of important forces that you feel you may influence constructively, list at least five concrete action steps you might take to reduce or change the direction of a restraining force or increase the power of a driving force. (All of your action steps may involve one force or they may involve several forces.) List these in the left hand column. In the right hand column list three or more potential network members who might help you with this action step.

Action Steps	Potential Network Members
Step 1:	A.
	B.
	C.
Step 2:	A.
	B.
	C.
Step 3:	A.
	B.
	C.
Step 4:	A.
	B.
	C.
Step 5:	A.
	B.
	C.

PLANNING FOR CHANGE -- STEP V

Final Action Plan (5 minutes)

Step IV lists a number of things you might do in order tc accomplish your objective. Of these five action steps and all the potential network support activities you listed above, list the three things that you feel you probably will accomplish. (List them by number.)

1.

2.

3.

Now, with your partner, make a commitment tc accomplish one action step next week.

What has to be done?

Who has to do what?

Where and when?

How?

Good luck!

FACILITATOR'S GUIDE: ACTION PLANNING*

GOALS: 1. To assist a group of people in refining and achieving a specific goal
2. To present a process for planning for change which is adaptable to many situations and is self-perpetuating so that participants may begin a process in a workshop setting which will continue after the workshop is over.

GROUP SIZE: This can vary with the needs of the situation.

TIME REQUIRED: One hour to begin plus whatever other time is available.

MATERIALS: Sufficient "Action Planning" packets for each participant. Writing implements.

PHYSICAL SETTING: Sufficiently comfortable workspace for group(s) to work privately.

PROCESS: 1. The facilitator passes out the "Action Planning" packets and states that they are self-explanatory. Emphasize that there are no time limits and that they are meant to begin work in the workshop setting and continue at home. Set a time limit for work at this session.
2. Five minutes before the activity is to end, notify the group that time is nearly up and suggest that they use the remaining time to decide upon their next meeting time (this could be a free time during the conference or a back home appointment).

*Developed by: W. Barnes and J. Brandon

ACTION PLANNING

(This packet is designed to be self-explanatory. Read each section and work on it as long as it is meaningful to your group to do so. There are no time-limits. Whatever is not accomplished at the conference can be continued back home.)

ACTION PLANNING - STEP I

Goal Statement If you have identified a specific goal for your group to work on, please write that goal below as you now conceive it. If you haven't defined the goal yet, please complete that process now. If your group has a newer or more pertinent goal, write that one below.

Goal Checklist:

Is your goal clear and understandable to all members of your group?

Do you all agree on the need to accomplish it?

Is it specific enough from which to develop an action plan?

Are there any other concerns about this goal group members wish to raise now? (e.g. not a high priority, doesn't address our real needs, too vague, etc.)

If any of the above issues need to be addressed, rework the goal statement until it meets these criteria. There is little point in working on an action plan to work on a goal which isn't shared and understood by the group as a whole.

ACTION PLANNING -- STEP II

Goal Clarification Describe your goal in terms of hoped for outcomes. What will the situation look like when the goal has been achieved? What changes in behavior are you looking for? Who will be doing what? What products will be generated? What will be happening that isn't happening now? Be VERY specific.

ACTION PLANNING -- STEP III

Identifying forces which help or hinder in achieving your goal. Helping forces are anything which will aid in the completion of your goal; people, funding, community support, networks, ideas.... Hindering forces are whatever makes reaching your goal difficult: people, laws, funding, community opposition, lack of connections, burn-out.... Be creative in thinking about what you already have going for you and what you may be able to tap into. Be specific about what you see getting in your way.

HELPING FORCES	HINDERING FORCES

ACTION PLANNING -- STEP IV A

Strategy Planning Which of the helping forces you have identified can be most effectively utilized and/or strengthened as a means of achieving your goal? How can this be accomplished? Who can do it?

HELPING FORCES	HOW BEST USED

ACTION PLANNING -- STEP IV B

Strategy Planning Hindering forces may be 1) by-passed or avoided, 2) destroyed, or 3) turned into helping forces. Which strategy seems most effective or possible for each at this point? The important thing to keep in mind is that hindering forces make things DIFFICULT but not necessarily impossible. Strategies are needed to minimize them. They cannot all be eliminated.

HINDERING FORCES	HOW TO BEST DEAL WITH THEM

ACTION PLANNING -- STEP V

Prioritizing Which of your helping/hindering forces are most essential to beginning the achievement of your goal? It is possible to utilize and strengthen helping forces alone as a beginning strategy, but it is usually more effective to use a combination of strategies so it is suggested that you include at least one hindering force to be by-passed or diminished.

1.

2.

3.

4.

ACTION PLANNING -- STEP VI

Assigning work Decide who in your group will begin work on each of the parts of step V.

1.

2.

3.

4.

STEP VII:

Individual work Each member of the collaborative team can now return to step I and go through the process for her/his individual task. Step V becomes "What do I need to do first, second, etc." Step VI becomes doing the work decided upon in Step V.

STEP VIII:

Evaluation The collaborative team meets to discuss progress to this point. Has the goal changed? Been achieved? What worked, what didn't? If the goal has changed, start again at Step I. Otherwise see which step is most appropriate for the work yet to be accomplished.

FACILITATOR'S GUIDE: NETWORK PLANNING*

GOALS: 1. To help groups diagnose or formulate their relationship
2. To enable groups to develop action plans to improve their effectiveness

GROUP SIZE: Up to and including the number of people in the natural work group.

TIME REQUIRED: One hour

MATERIALS: 1. Sufficient "Network Planning" packets for each individual
2. Pens/pencils

PHYSICAL SETTING: Groups seated autonomously in a configuration that allows group members to see each other; e.g., in a circle or around a table.

PROCESS: 1. (10 minutes) Facilitator introduces the activity and hands out the packet.
2. (45 - 60 minutes) Groups work autonomously at their own pace.

*Developed by: S. Colantuono and M. Frith

This packet is created for use by groups whose working histories differ. Decide which description best fits your group.

I. The members of this group ARE NOT WORKING TOGETHER NOW.

Proceed to page 2.

II. The members of this group ARE ACTIVELY WORKING TOGETHER NOW.

Proceed to page 5.

If you have difficulty defining your group, choose the steps that are more appropriate for your situation.

I. ARE NOT WORKING TOGETHER NOW

Step 1. Make a list that describes the behaviors and outcomes that make up this group's best possible working relationship. Be as specific as possible.

Step 2. Go back and check those items which you, as a group, are already doing.

Step 3. List the factors that stand in the way of your doing the unchecked items.

Step 4. Choose 1 or 2 of the unchecked items and discuss what you can do to make progress toward the ideal of another checked item where you think you can make significant progress.

Step 5. Decide on a first step.

What will be done?

By whom?

When?

Be ready to report out steps 4 and 5.

II. ARE ACTIVELY WORKING TOGETHER NOW

Step 1. a. When you began working together you may have had some specific outcomes in mind. As a group, list those below.

Step 1. b. You may also have achieved some results for which you didn't plan. As a group, list those below.

Answer questions 2 and 3 individually.

Step 2. As you've worked together as a group, you have developed leadership patterns and decision making modes. In addition, each individual performs certain roles and has varying degrees of involvement.

a. Describe the role(s) and level of involvement of each individual in the group.

b. How are decisions made by this group?

c. How is leadership handled in this group?

Step 3. Identify from #2 which factors have contributed to and/or blocked the group's effectiveness.

Step 4. Share this information with the members of your group.

Step 5. Agree on one area which needs improvement. Decide on a plan to improve that area.

What will be happening?

Who will be involved?

Be ready to report out question 1. a. and b. and information about your improvement area and plans.

STEP VI
EVALUATION

William W. Barnes

Evaluation is an often misused or under-utilized tool in helping groups of people work together effectively. In relation to training groups of people the evaluation is usually put off until the end of the training event and leaves no opportunity for feedback of the results to the participants, and is of only marginal use to the trainers. The same is often true for collaborative projects that may go on for a year or more. If the original assessment of participant needs is not entirely accurate, or if the goals and objectives of a project prove unrealistic or inappropriate, much time and energy can be wasted before this fact is realized and responded to by those involved.

Imagine yourself doing your supermarket shopping in the following manner. You stand at the end of the aisle and try to spot the items you want. Having sighted what you think it is you close your eyes and try to walk to it and pick it off the shelf. You then open your eyes and see what's in your hand. This is your evaluation process. A 24-hour market would be desirable if you shopped this way for all your food. The more normal course of events is to keep your eyes open and re-evaluate your original decision as more information becomes available. This means you stop and try another aisle before going all the way down to pick up that can of peaches you thought were string beans. It also means changing course to go around that man with the shopping cart who suddenly appeared in front of you. Without these mid-aisle corrections your shopping would be a clumsy and time-consuming process indeed.

Evaluation has for many of us a connotation of being judged or graded by others. This can create defensiveness and an unwillingness to receive and respond to feedback even though it is important information for us to have. The longer the time between evaluations, the more importance that attaches to them. Waiting for report cards as a child or the results of college entrance exams as an adolescent are good examples of the stress evaluations can produce when a long wait is involved. When evaluation is looked at as usual and necessary on-going feedback, the emotional content of it changes. Instead of being threatening and judgmental, it becomes supportive and helpful.

Implicit in the concept of on-going evaluation is the willingness of those involved to learn and change during the process undertaken. This means that, to be useful, evaluation must be requested by those who are being evaluated. For the purpose of this manual evaluation refers to the process by which the trainers and participants evaluate their own skills and behaviors. Evaluation is a process of pausing to take a look at what is going on with the intention of self-correction.

HOW THE TRAINING TEAM USED EVALUATION

The training project for State Education Agency directors of Community Education, on which this manual is based, used a variety of evaluation tools for a variety of purposes. Some of the more formal instruments used are included as examples at the end of this section and will be referred to specifically. Other evaluation techniques were more informal and used no written materials. What follows is a discussion of the types of different evaluation techniques and the purposes for which they were utilized in the course of the year long project.

PROCESS EVALUATION

Perhaps the most important evaluative tool used during the training project was the process observation which the training staff fed back to itself as it went along. At the outset we included a five to ten minute period at the end of each planning meeting to discuss how we were functioning as a group. This included critiquing our leadership styles, levels of participation and commitment, decision-making processes, sharing of responsibilities, and individual levels of comfort with and feelings of inclusion with the group. Initial difficulties attendant to any group trying to work together collaboratively, yet coming from diverse backgrounds and levels of expertise, were encountered by our group. Process observation enabled us to legitimize these difficulties and deal with them directly, rather than allowing ambiguity and different perceptions to become a block to our effective functioning.

Process evaluation was also used with the participants at all stages of the training project. We felt it was essential when any new group of people came together that their functioning as a group becomes a matter of regular discussion. In creating collaborative work groups in a community, people are assembled representing various agencies and interest groups. Differences in level of educations, power, previous group experience, culture, commitment to the goals, perceptions of the goals and of each other are all issues which will have an impact on the group dynamics. The potential power and fruitfulness of such groups is difficult to realize without a climate of candidness, honesty, and sensitivity to the needs of others. Process evaluation is a way to create such a climate.

CONTENT EVALUATION

Content evaluation is used here to mean evaluating the degree to which goals and objectives have been accomplished. For the SEA Training project this meant evaluation to what extent the state directors became more effective networkers and collaborators in advancing the goals of community education in

their respective states. A number of methods were used during the project which provided us with useful information as we went along. In addition, a six month follow-up evaluation form was sent to all participants. A formal paper and pencil evaluation was passed out at the end of the January, March and May workshops. (A sample of one of these forms can be found at the end of this section.) These evaluations gave us some indication of how satisfied people were in terms of the trainer's effectiveness, the content, the structure we imposed, and the facilities. Generally the most helpful information came from the comments participants wrote. The information included in these evaluation forms was used by the trainers both for our own personal growth and as suggestions for planning subsequent workshops.

This written evaluation served, however, more as corroboration than as the primary feedback system for the training staff. Throughout the course of the two and three-day workshops, we were constantly soliciting information from the participants on how they were doing individually and in their work groups, and on how we were doing as trainers. We also asked how relevant and helpful the materials and structure we provided were to the participants' particular needs and expectations. Several major changes were made in the workshop design during the course of the training. In addition, time limits were constantly renegotiated and people shifted or tasks adapted to reflect the current realities for the participants.

The staff met regularly to share our own perceptions of how things were going and to feedback participant evaluation we had picked up. We would then reassess what we had planned to see if it were still appropriate. We also identified groups or individuals who were having problems and strategized as to how best to help them.

This ongoing self-evaluation proved to be very effective. One of the most consistent responses we received from participants was that we were responsive to their needs and willing to adapt things to make it relevant for them. Adults appreciate being treated as such and will become involved in a training process much more readily if they have some control over the training content and process so that it will meet their needs as specifically as possible.

The purpose in evaluating a training program or collaborative effort is not to see how successfully a given predetermined task can be accomplished using a given predetermined structure, but rather how a given set of individuals can mutually agree upon a goal and then choose an appropriate structure for realizing this goal. Both process and content evaluation should be built in at the beginning to enhance the group's chance for success.

SAMPLE FORM:
WORKSHOP EVALUATION

I. Please evaluate the extent to which you feel the following objectives were achieved.

A. Participants will broaden and clarify their understanding of networking as a process useful to community educators in improving the quality of life in communities.

Not at all		Moderately		Well		Completely
1	2	3	4	5	6	7

Comments:

B. Participants will identify and begin to develop skills and behaviors useful in networking.

Not at all		Moderately		Well		Completely
1	2	3	4	5	6	7

Comments:

C. Participants will identify potential supportive networks and/or collaborative projects and devise a strategy for developing them.

Not at all		Moderately		Well		Completely
1	2	3	4	5	6	7

Comments:

II. To what extent were the following components of the workshop useful/exciting to you?

A. Case Studies (Joan & Bill)

Not at all		Moderately		Well		Fully
1	2	3	4	5	6	7

Comments:

B. Patricipant's Workshops (Betty, Betsy & Workshop Leaders)

Not at all		Moderately		Well		Fully
1	2	3	4	5	6	7

Comments:

C. Role Negotiation, Mission Statement Development and Network Development (Susan & Mike)

Not at all		Moderately		Well		Fully
1	2	3	4	5	6	7

Comments:

D. Action Planning (Betsy & Don)

Not at all		Moderately		Well		Fully
1	2	3	4	5	6	7

Comments:

III. To what extent did you find the facilities adequate for this workshop?

Not at all		Moderately		Well		Fully
1	2	3	4	5	6	7

Comments:

IV. Were your personal goals for this workshop realized? Why or why not?

V. Was working with your supervisor/colleague more or less productive than if you had attended alone?

VI. Please list any agenda items you would like changed and/or considered for the March workshop.

POST-ASSESSMENT OF THE IMPACT OF BOULDER AND REGIONAL, '81 WORKSHOPS ON STATE DIRECTOR'S JOB RELATED ACTIVITIES

1. Please indicate which conference(s) you attended with a check: Boulder__ Regional__.

2. Indicate the percentage of job related activities you devoted to networking before the workshop with an "O" and after with an "X".

0 10 20 30 40 50 60 70 80 90 100

3. Since the workshop, to what extent have events outside your control constrained your networking efforts. (e.g., budget cuts, personnel changes, etc.) Please describe these new constraints briefly. Use back of paper if necessary.

4. Which of the following skills introduced at the workshops have actually proven to be most useful for your job related activities? Please indicate the usefulness of each of these skills beginning with "1" the least useful and going to "7" the most useful.

(a) Conceptual Skills:
   1. The ability to see how people in other agencies might be useful to you.
   2. The ability to conceive of many things (material and non-material) that you might offer to others.

Least 1 2 3 4 5 6 7 Most

(b) Communication Skills:
   1. The ability to persuade others that it is worth their time to stay in contact with you.
   2. The ability to communicate easily and effectively particularly in informal ways.

Least 1 2 3 4 5 6 7 Most

(c) Organizational Skills:
   1. The ability to conceive of useful, nonthreatening communication vehicles (e.g., advisory councils, an occasional lunch, frequent use of the telephone, network meetings, etc.).

Least 1 2 3 4 5 6 7 Most

(d) Commitment Gaining Skills:

1. The ability to set specific goals that are mutually advantageous to all involved.
2. The ability to devise planning processes that are both efficient and involve all interested parties.

Least						Most
1	2	3	4	5	6	7

(e) Team Building Skills:

1. The ability to form the collaborative group into a team where roles are agreed upon and understood and differences are respected and used constructively.

Least						Most
1	2	3	4	5	6	7

(f) Management Skills:

1. The ability to use management skills which are both efficient and which facilitate the collaborative process (e.g., shared power and constructive conflict resolution skills).

Least						Most
1	2	3	4	5	6	7

(g) Organization Skills:

1. The ability to choose interagency linkage devices appropriate for the specific project (e.g., written or nonwritten agreements; temporary project teams or permanent consortiums, etc.).

Least						Most
1	2	3	4	5	6	7

5. Please describe any new or significantly modified network(s) that you helped to develop due in part to the impact of the workshop(s).

THANK YOU VERY MUCH!
PLEASE RETURN IN THE STAMPED ENVELOPE

THEORETICAL PERSPECTIVES

NETWORKING, COORDINATION, COOPERATION AND COLLABORATION

DIFFERENT SKILLS

FOR DIFFERENT PURPOSES

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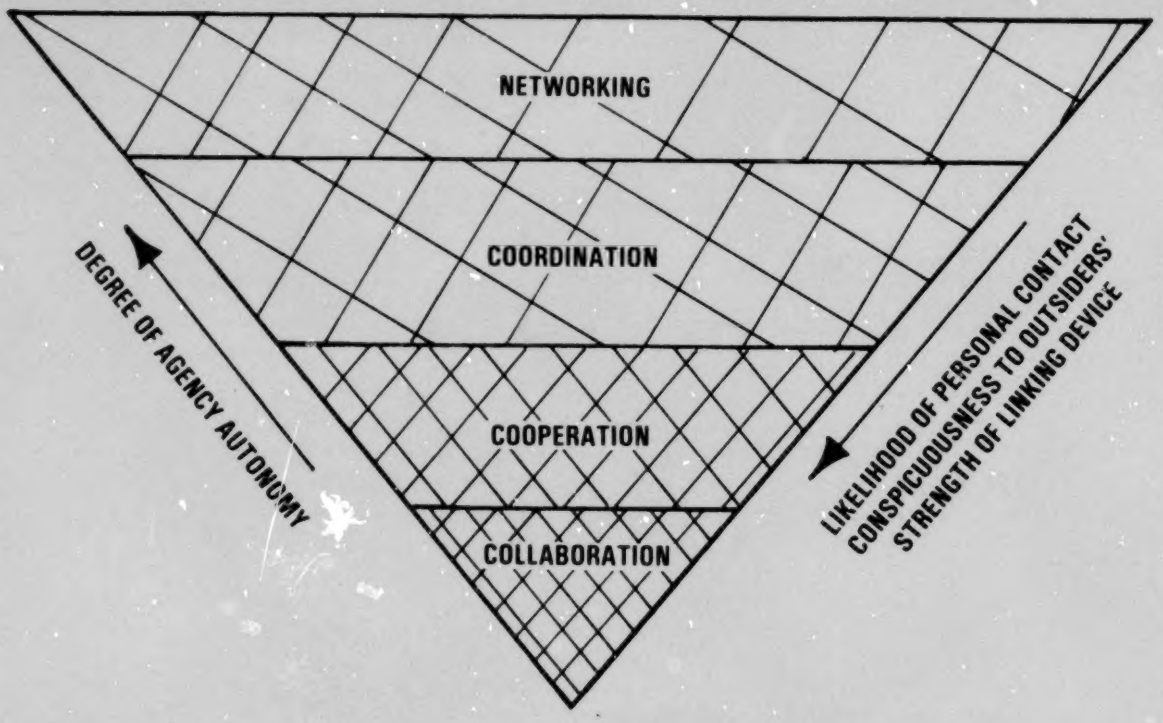
One of the most frequently heard buzz words in community education today is networking. The main reason for the overuse is that networking is not a simple phenomenon. In fact there is a whole range of interagency relationships of varying degrees of intensity. The key managerial skill for the community educator is the ability to choose the specific type of interagency connection desired and to be able to employ the appropriate organizational structures and processes to support that choice.

The need to increase the level of understanding and the ability to engage constructively in networking activities has never been higher. While maximizing interagency contacts has always been an important facet of the community education process, today rapidly declining resources make the creative economic potentials of networking a necessity. Networking makes community education feasible not by adding on costly services but through making available the large variety of educational services already offered by community agencies.

The complexity inherent in the concept of networking is indicated by the number of terms often mistakenly used as synonyms; linkages is a common term as are coordination, cooperation, and collaboration. The main thesis of this paper is that these terms are different and that effective implementation depends on choosing the best concept for a particular purpose and using the strategies that match the choice.[1]

Interagency Networking, Coordination, Cooperation and Collaboration as a Continuum. Networking, coordination, cooperation and collaboration can be viewed as progressively more intense types of interaction, each with a different purpose. Linkage, on the other hand, is another term for interaction. Linkages can be strong or weak; the word itself does not imply any particular set of characteristics.[2]

The other four terms can be seen as four points along a series of continua. The continua run from low strength of the linking devices to high strength; from low conspicuousness to outsiders to high; from low personal contact to high. A fourth continuum is a reversal of the other three: from high agency autonomy to more limited agency autonomy. The diagram on the following page illustrates this point.



LINKAGES =

NODE OF HIGH CONSPICUOUSNESS[5]
HIGH PERSONAL CONTACT
STRONG LINKAGES
LIMITED AGENCY AUTONOMY

A network primarily facilitates communication among individuals. It requires only very loose linkages among participants and is often not very noticeable to the outside world. The agencies to which the participants belong are only minimally involved and lose none of their autonomy. The network's purpose is largely exchange of information or other nonmaterial resources. A common example of a network in action would be inclusion of members of key state agencies (e.g. social services, juvenile justice, community colleges, the legislature) on the community education advisory council. The purpose would be to increase the likelihood that important information and viewpoints are exchanged and that opportunities for mutually beneficial exchange of resources are enhanced.

Interagency coordination, in contrast, aims at having two or more agencies operate in such a way as not to duplicate services nor fail to provide necessary services to a given geographic area. The agencies involved still operate for the most part autonomously, and the effort is not liable to attract much public attention. For example, many communities have resource banks, where all health, education, social service, and community agencies are listed. These coordinating agencies publish composite calendars and serve as referral agencies. The intent is to provide inclusive information about available services both to participating agencies and to potential clients.

Interagency cooperation is quite different, aiming at some integration between two or more agencies rather than just parallel operation, as is characteristic of interagency coordination. Agencies do not wish to lose most of

their autonomy, but they decide to give up some of it for certain benefits. Cooperative fund raising through the United Way is an example; joint purchasing agreements are another. While the agencies involved remain separated, there is considerable personal contact with members of the cooperating agency, and the agreement is likely to receive considerable publicity.

Collaboration is yet another process which involves people from different agencies joining together to work toward a common goal. The result is a highly shared endeavor with members eventually committing themselves as much to the common goal as to the interests of participating agencies. Agency autonomy is therefore limited, and the effort involves high contact (including high conflict) and is usually quite conspicuous to the outside world. An example would be the decision to build and jointly operate a community center which houses school, recreational, and social service components.

As one moves along these various continua, the linkages involved become stronger. That strength can be measured both in terms of more intense interpersonal contact and of more structured relationships. Of necessity the efforts become more noticeable to the public and impinge to a greater degree on the independent functioning of the agencies involved.

The purpose in outlining this continuum of linkages, however, is not to suggest that any one spot is inherently any better than any other. Rather it is to suggest that a practitioner with a specific goal in mind has a range of options to choose among. While there is no one best interagency relationship, there is a best choice for each particular project. A key skill for managers is the ability to match the needs of the project with the most advantageous interagency linkage.

Implementing Various Interagency Relationships. Once a manager has chosen the type of linkage desired, then it is important to be aware of the specific types of interorganizational structures and managerial styles which will most effectively implement the choice. Key elements to consider in establishing structure are the size of the interactional units desired and the intensity of interaction most suitable. Similarly, managerial behaviors such as communication patterns, leadership behaviors, and conflict resolution styles will be different depending on the type of interagency contact desired.

Interagency Structures. The four interagency relationships each demand a specific size unit to implement them. The appropriate unit can be an individual, an entire agency, or a small group. Networking, for instance, is an activity largely carried on by individuals. These individuals may network as part of the role they play in their agency but, nonetheless, the activities involve them personally and do not demand extensive participation by their agencies. Coordination and cooperation, in contrast, demand involvement from the whole agency. Matters such as avoiding duplication of services or integrating major functions cannot be effected just by individuals acting on their own.

Collaboration, however, not only involves total agency sanction but is only successful when it is implemented by a small group or series of small groups.[4] The collaborative effect of high productivity and high personal interaction

demands the higher trust levels, frequent face-to-face communication, and greater commitment that is found only in small groups with relatively stable membership. It is also rarely possible to attain the degree of shared power, leadership, and decision making essential to collaboration outside of the small group setting. Thus, interagency collaboration involves agencies delegating staff members to be part of a fairly permanent small group with a considerable degree of autonomy and responsibility for the shared project.

The failure to understand the advantages of the small group structure provides a clue to the cause of the excessive and well documented failure rates of interagency cooperative projects.[5] Whole agencies cannot accomplish a difficult task such as cooperation without relying on strong, accepted individuals, equally accepted policies or procedures, or small groups. Generally the power dynamics involved work against any individual taking over, and make it very difficult to get written policies accepted. For that reason the collaborative small group is often the only viable means for accomplishing the task. The literature on interagency cooperation indicates that innovators underestimate the importance of the small group size and fail to understand that most such groups function best when they are operated with power shared among members, rather than with unequal hierarchical relationships.

Equally important as the issue of size is the need to structure the appropriate degree of closeness or intensity. To attempt to get a written agreement concerning the operation of a network is as destructive as the avoidance of written contracts for collaborative relationships. The images involved in the continum of acquaintance, friendship, courtship, and marriage make the point.

Examples of each degree of intensity abound. Frequent telephone contact, a newsletter, a yearly conference, brown bag lunches are appropriate structures for networks. Coordination usually crosses the line into the need for a paid staff person to provide consistent accurate information and to devote considerable energy to the mutual exchange. Cooperation is yet a further step often requiring contractual agreements to work together on a specific project. Collaboration involves a further step of merging parts of the organization to the extent of establishing shared goals and a joint staff to carry out the goals.

Again, the point in describing there structural elements of size and intensity is not to suggest that there is a best type of interagency relationship. Rather there are different strategies for different purposes. Each project needs to take place within the structure most supportive of its objectives.

Managerial Skills. Just as different types of organizational structures support different types of interagency relationship, so do the different choices require different day-to-day behaviors from both leaders and participants. For example, networks require a very low-keyed, informal leadership style. Good communication skills are crucial while decision making and conflict resolution skills are relatively unimportant. Networkers see the advantages of making new connections; they are creative in seeing potentials for resource exchange; they make new members feel welcome and insure that meetings are pleasant social

occasions. The telephone is the major communication device with the style being inviting and pleasant rather than demanding and highly organized.[6]

Coordination requires basically the same leadership tone and style but a greater capacity to structure relationships and gain consensus from participating agencies on basic issues. It is crucial that both the tone plus actual leadership behaviors convey respect for autonomy of each participating agency. At the same time, coordination involves carrying out a specific function, the provision of a forum for member agencies to share information about and eventually agree on their respective roles in the larger system.

Cooperation puts an even greater emphasis on task accomplishment and, therefore, managers need a high level of such skills as organizing work, supervising progress, and evaluating results. At the same time, however, these more usual managerial functions need to be carried out within leadership styles and communication patterns that recognize the need to please the many bosses involved in the project. The major dilemma inherent in interagency cooperation is the constant need to balance respect for the independent power base of each participating agency with the need to accomplish efficiently what is frequently a very complex task.

Interagency collaborative projects demand a similar use of task accomplishment processes; however, part of the dilemma mentioned above is eased in that agencies entering into collaboration agree to limit autonomous action in order to work together towards a common goal. Nonetheless, managing a collaborative still demands behaviors different from those typical in many hierarchical organizations. Leaders need to be adept at articulating the vision, gaining commitment to a well-defined purpose, practicing behaviors which foster both individual and small group autonomy, and at the same time setting high expectations concerning the quality of the product or service. Maintaining the collaborative effect of high investment and productivity both among individual staff members and participating agencies demands a very energetic and involving managerial style.[7]

Again, one must re-emphasize that all these approaches along with their supporting structures and managerial styles have their place. Collaboration is a time-consuming process and, therefore, managers are not likely to be involved directly in running more than one or two endeavors. However, at the same time, they can be networking to extend the base of support for their organizations in a large area, encouraging the beginnings of coordination and cooperation within agencies in several areas, and providing support for ongoing collaborative efforts.

The whole range of linking devices, in other words, has its place as community educators tap the rich educational resources available in their communities. The key skill is to be able to identify the best type of interaction for any particular purpose or project and then to be able to use the skills appropriate for that specific purpose.

FOOTNOTES

1. The conceptual framework presented in this paper is a result of a collaborative effort. The author gratefully acknowledges the contributions of other members of the University of Massachusetts CERC training staff: Linda Abrams, Bill Barnes, Joan Brandon, Donald Crew, Susan Colantuono, Michael Frith, Betty Jones, and Horace Reed.

2. See Charles L. Mulford and Gerald E. Klongland, Creating Coordination Among Organizations: An Orientation and Planning Guide, North Central Regional Extension Publication 80, August 1979, for an interesting account of different linking mechanisms.

3. Diagram prepared by Susan Colantuono and Michael Frith for "Synergy for Survival: Information and Resource Sharing for Community Education in the 1980's" (Workshop presented by the Community Education Resource Center, University of Massachusetts, Boulder, Colorado, January 21-23, 1981.)

4. The theoretical basis for limiting collaboration to the small group unit derives from systems theory. See Elizabeth Loughran, Collaboration in Work Settings, unpublished dissertation, University of Massachusetts, 1981.

5. Anant Neghandi (Ed.), Interorganizational Theory, Kent, Ohio: The Kent State University Press, 1975, provides an excellent selection of articles which explore this issue and discusses some of the problems with this approach.

6. See Seymour B. Sarason, Charles F. Carroll, Kenneth Maton, Saul Cohen, Elizabeth Lorentz, Human Services and Resource Networks, San Francisco: Jossey-Bass Publishers, 1977, for a more detailed investigation of the skills involved.

7. See William Kraus, Collaboration in Organizations: Alternatives to Hierarchies, New York: Human Sciences Press, 1980, and Loughran, op. cit. for a discussion of collaborative management skills.

NETWORKING FOR THE EIGHTIES:

CHALLENGES AND OPPORTUNITIES FOR COMMUNITY EDUCATION

Anne W. Dosher, Ph.D.

> "My starting point is the fundamental initial fact that each one of us is perforce linked by all the material, organic, and psychic strands of his being to all that surrounds him. Not only is he caught up in a network, he is carried along, too, by a stream. All around us, in whatever direction we look, there are both links and currents. We are all interconnected elements of one and the same curve that extends ahead of and reaches back behind us."
>
> Pierre Teilhard de Chardin

Networking is a method by which people get things done. When asked what the word means, most human service workers list the following: linking, connecting, cooperating, collaborating, empowering, creating, developing, transforming. The list is not inclusive. When asked the follow-on questions of: "networking, for what?," the answer becomes less clear. Networking has been perceived as a natural and intuitive set of skills which facilitated evolutionary processes leading to innovative and alternative services, the development of new programs and services, and the influencing of local, state, and national policy in the USA. Networking has also been described is a buzz word describing a certain amount of frenetic and undirected activity engaged in by some persons for selfish reasons, and by others to disguise the fact that no useful movement or substantive change is occurring. In the past decade, however, the network has been increasingly viewed as an unique organizational form; and, networking described as an intentional method of work.

The purpose of this address is to provide a series of frameworks through which to view:

I. the world of social networks;

II. the relationship of social movements to networks;

III. the intentional network;

IV. the National Community Education Network;

V. challenges to the National Community Education Network;

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VI. opportunities for the National Community Education Network in the eighties.

I. THE WORLD OF SOCIAL NETWORKS.

Every person is connected in networks of many kinds: family, peer, friendship, interest groups, associations, and organizations. Some of these networks are grounded in our neighborhood and local community, and are existing structures available to us on a daily basis; others are placed in memory and mind and are part of our referential and psychological community, accessible to us on the basis of communication, media, and travel. One way to assist a person to make visible their networks is to have them draw the total relational field of which they are a part; this has space (physical, social, psychological) and time dimensions. Time involves many realities: the personal experience of past, present, anticipated futures, routines, rituals, ceremonies; and, the societal realities of political time (2, 4, 6 year election periods) and policy/planning times of 1, 3, and 5 years. In addition, networks gain histories, and are partially determined by cultures.

Networks make up the social fabric of which we are a part, and can be described.

Family Networks: Every person is embedded in a network of patterned family relationships. In healthy families, the pathways linking members provide strong bonds maintained by appropriate communications, information flow, and ceremony. Families in distress are frequently characterized by weak bonds, static or toxic communication. Family service workers have available to them social network interventions focused upon the total network of which the family is a part: members, family, and friends. In the case of individuals separated from the family of birth, surrogate family members can be identified within the community. This network of persons, when assembled, can be "retribalized" and produce practical solutions, and dramatic changes within persons, family, and patterns of interaction across the total social network.

Natural Support Networks: Direct service workers are now trained to identify, develop, and support the natural networks of which persons are a part in order to maintain the person in a condition of self-reliance within the family and community. The strategy is used for both treatment (a reactive process of promoting change with and for an individual who has a recognized need), and prevention (a proactive process of creating conditions that promoted the wellbeing of people). In both strategies intervention is focused upon the network system of support in which the person is embedded. Networks for helping are being researched and models for training direct service workers are being developed.

The Community Service Agency: a nexus of networks. When a youth, adult, or family require care from the community, they reach out through the net of kin, peers, interest groups, and associations, to the next level of the community. The small, community-based service organization is frequently activating the agency within the community networks through neighborhood

outreach programs, street work, and referral systems. The person meets a worker, and a connection is made. The community service worker links with other programs, services, and agencies in order to develop a cooperating net of surrogate care which can be "turned on" to support the youth and family in the search for problem-solving skills, resources, and community. Seldom are the resources contained within one program: the organizer has turned to the human service networks. Certain community school coordinators function in this way.

Human Service Networks: These networks are conceptualized here as those interorganizational, intersystem networks providing human services, and made up of community service agencies, community-based organizations, and public systems serving the community. such as schools, welfare, and corrections. As multi-level systems, these networks are characterized frequently by fragmentation, competition, poor linkage, broken communication patterns, turf-guarding; differing philosophies, values, goals, and service technologies; disparate mandates and economic realities; and, inaccurate perceptions on the part of human service workers of other parts of the network.

Mediating structures: Certain elements of the community networks have come to be called mediating structures, and include the private, community-based systems of: family, neighborhood, ethnic sub-groups, religious associations, community schools, voluntary associations, and non-profit corporations. Individual meaning and identity are formed from personal and day-to-day involvements mediated within this community field. In turn, the private community system mediates between the person and the public system of bureaucracies representing society.

Community Decision Networks: Community level networks of federations, coalitions, advocacy organizations, community planning organizations, community congresses, and, in some cases, community education centers address the question: how can we, as a community, learn to identify, analyze, and solve our problems? The internal focus is on capacity building within the community; community learning demonstrated by outcomes such as changed community conditions; plans, structures and roles, actionable needs/resource systems; developing and new service systems; and community creation. The external focus is on societal learning in which new and developed policies, plans, structures, procedures, and resource allocations are produced by government at all levels (local, state, regional, and federal) of societal guidance systems. These networks are focused on macro-learning, and activate groups, responsibility networks, and anticipatory agenda building events in which the assumption is that communities have a responsibility to creatively participate in the design of the human world. In most cases, these community decision organizations affiliate with national networks in order to accomplish their national goals.

In summary, this particular framework assumes that, while networks may be invisible to some, they do exist and can be found! Linkages may be broken, toxic, healing, creative, or barely functional. Networks may be "unconscious" by which we mean that: 1) not all persons or agencies are aware of the networks of which they are a part; and 2) as a result, network "nodes" do not connect and develop intent. As a result, utilization of unconscious network structures

leads to restriction of the option for change to single order change. Second order change, which would change the system environment and reward the total network system, does not often occur. In the past, for example, conflict has arisen over the moot issues of self vs community interest, program vs process, treatment vs prevention. Networkers are increasingly aware that these interests are reflexive and reciprocal: the rules are always in the meta-system! Meta-thinking is essential. Our part is seldom the whole.

II. THE RELATIONSHIP OF SOCIAL MOVEMENTS TO NETWORKS.

Community education is described as a social movement, and this notion gives one important information. The spiraling dynamics of a movement can be described. The four phases of the spiral are as follows: 1) conditions of spreading social unrest which encounter impeding forces, producing agitation, and the emergent role of an agitator/catalyst; 2) activation of collective excitement, producing transformation of ideas and programs, and the role of the prophet/mythmaker; 3) the development of formal organizations functioning to link vision to action, annd the role of the statesperson; and 4) institutionalization via regulation and technique to achieve stability (homeostasis) through the routinization of policy, regulation and technique, by an administrator or administratrix. The social movement is helpful as a framework for describing events, actors, and trends. For example, beginning leaders were frequently, by personality, agitator/catalysts; others served the prophetic, mythmaking function, and sometimes combined the statesperson role, linking vision and action; and, as institutional funding was received and elements of the movement became agents of the bureaucracy by contract, the role of administrator/administratrix became preeminent. The relationship of personality to static vs dynamic parts of the system is important to recall.

When one realizes that the structure of a social movement is a network, then the framework becomes illuminating. What, you now ask is a network? Schon, in his seminal work, Beyond the Stable State, defined a network, as follows:

> "A network is a set of elements related to one another through multiple interconnections. The metaphor of the net suggests a special kind of interconnectedness, one dependent on nodes in which several connecting strands meet. There is the suggestion both of each element being connected to every other, and of elements connecting through one another rather than to each other through a center. . ."

What are the key variables? The key variables are threefold: 1) nodes of the network (people, groups, organizations); 2) information flow (feelings, facts, data); and 3) linkages (pathways for information). Most social movement networks evolve as multi-level systems demonstrating: 1) primary relationships of an affiliation-family-friendship nature; 2) secondary relationships of an associational role-to-role nature; and 3) tertiary relationships of an interogranizational contract nature. Each of these relationships functions differently in time. Primary relationships can occur instantly and by volition; associational relationships are negotiated against role realities (will my supervisor

release me in to this relationship?, or, dare I stretch the niche or territory of my role in order to do this?, etc.); and, tertiary relationships are a function of the time necessary to negotiate a letter of commitment or contract to interagency relationships through the decision-making process.

It is important here to note a difference between cooperation and collaboration. Cooperation means the action of working with others for common benefit; or a dynamic, social process in ecological aggregations/communities, in which mutual benefits outweight the disadvantages of competition. Cooperation occurs in a company or fellowship and leads to a sense of belonging, which is the criteria for communityness. Collaboration means "to work jointly with others in order to cooperate with an agency/instrumentality with which one is not immediately connected." These definitions have been stressed because a network provides a structure for personal cooperation and agency collaboration; however, networking, as a method, is practised by persons, and a network in which cooperation is the norm produces more rapid identity-formation with the membership, intent, and activities of that network. These discriminations become important for, at least, activators, managers, leaders, and staff of networks, and are useful for all participants.

III. THE INTENTIONAL NETWORK

Having insisted that networks do exist, and can be found, you now ask me: what is different about an intentional network? The intentional network is designed and constantly recycling the process of the social movement: identification of positive, necessary conditions; image, articulate values, create symbols, and purpose; plan/learn, organize and act; implement and evaluate; and, recycle the process in order to preserve a flow-process, counteracting disturbances so as to bring back the process to where it would have progressed if continued (homeorhesis). Process can be defined as: the sequencing of anticipatory agenda building events through time and space (structures and settings) in search of goals; a network is teleonomic.

The network is compared to the brain: holonomic in its functioning, power is decentralized in the brain, information is processed in non-linear fashion, right and left brain functioning produce an harmonic effect, groups of neurons and patterned interactions between groups of neurons produce meaning. The intentional network is steered by a group of committed members which, while recognizing that the network has a mind-at-large made up of all the interactions of membership elements, accepts the responsibility for designing and steering the system.

Design has been defined as: intelligent, purposeful, or discoverable pattern; and, the arrangement and coordination of the parts of any object, by means of which the whole achieves a certain effect or impression, or produces a certain result. Eric Jantsch, in his seminal book Design for Evolution: Self-Organization and Planning in the Life of Human Systems, has stated that human design becomes an aspect of evolution. Social movements have been non-conscious, evolutionary formulations which have now been described by sociologists, organizational theorists, and anthropologists consistently as:

> "segmentary, or composed of many groups; polycentric or having many leaders; and integrated in networks. The acronym for this conveniently projects an image of the way the organization looks and works: SPIN. So many...movements have independently developed just this type of organization, that is seems generic to citizen mobilization, at least in the western industrial world."
>
> Luther P. Gerlach, and V.H. Hine.

Network designers, activators, and participants, now intelligently, purposefully, discover the patterns of networks either partially existent, or needing to be pruned, or needing to be created; conceptualize their multi-level model; design the activating process by which the whole may achieve goals; and, provide a structure within which leadership may "self" organize against common assumptions and intent.

An active network is an ongoing, intentional system of persons, groups, and organizations, engaged in conscious interaction in order to develop internal capacity within the network, and external control over forces which could determine the life and death of the network system. In other words, the network via common purpose and strategies is enacting its environment in order to set up positive conditions in the context which it must negotiate. Such a network demonstrates this thinking, directing, goalseeking, evolving capacity by being able to create the following:

A Values Statement which has been created in image, and negotiated carefully in language by a core, committed group of persons willing to take the responsibility for steering and design. The group must be representative of membership. This statement usually sets out common assumptions, and, in the case of community education would identify views of persons as micro-learners, communities as macro-learning organisms, society, appropriate social technologies, and any other elements of primary importance to the network. This sets out the domain of guiding assumptions.

A Statement of Purpose which is broad and generalizable in order to encompass a wide range of goals, and identifies the geographic boundary of the Network.

A Statement of Long and Short Range Goals: an evolutionary system is teleonomic, goal-seeking. The goals fall in to two categories: internal goals, and, external goals. Internal goals refer to internal capacity building, and external goals refer to efforts to enact an environment favorable to the ongoing evolution of the network.

Internal goals:

1. brain capacity achieved through development of a steering council;

2. communications system achieved establishing linkages, and information channels for exchange of needs/resources;

3. membership system achieved establishing participant support mechanisms, and interdependent agreements;

4. multilevel learning system established and providing opportunities for:

   a. personal growth, and professional growth;

   b. program and community learning;

   c. network learning and capacity building.

External goals:

1. brain capacity achieved through development of a strategy council responsible to the steering council;

2. external environment outlined, bounded, and articulated in the following generic areas, as appropriate:

   a) national policy domains;

   b) national corporate domains;

   c) international policy domains through the United Nations;

   d) multi-national corporate domains.

3. goal structure articulating the changes/learning in external systems, and strategies for negoitating this learning on the part of externalities is complete;

4. mobilization system with an at ready mobilization mechanism is in place.

A Steering Council of committed persons who are representative of elements of the network, and who serve as a focused "brain" for the system. The Council would be able to identify the direction of the Network (its goal structure); render a chart of the "nodal brains" in structures which are operating within the Network: strategy council, learning groups, task forces, coalitions, ad hoc structures; demonstrate the functions being performed by each structure. The main tasks are: reflection, design, and activation.

Membership of an intentional network are conscious of the values and assumptions of the network, are in reciprocal relations with other elements, are committed to cooperation, and are operating in a segment of the network while reflecting the whole, as in a hologram. Membership are assisted by an explicit agreement which includes: values and purpose statements, goals, opportunities

for interaction, requirements for reciprocity, expectations on the part of persons for cooperation, expectations on the part of agencies for collaboration, identification of rewards, listing of activities undertaken, and acknowledgement/evaluation of participation. The membership agreements set out behaviour which enhances evolution of the network system, and enable the experience within each member of morality which has been defined in socio-cultural systems as "manifestation of the mind."

A Plan-for-Planning which is a tool providing an overall view against which all parts of the network can be referenced, a picture of the environment which the network must enact, the structure of the network system's agendas, and a systematic design for the process of sequencing these anticipatory agenda building events and work focused events through time and space (structures and settings) internally within the network toward internal goals, and externally within the bounded environment toward external goals. The plan-for-planning sets out the network guidance system.

An Expertise Development System which identifies, recruits, and develops persons from the interpersonal networks, staffs, boards, communities, and societal systems. The more conscious, motivated, and knowledgeable the persons who make up the network, the more diverse the roles and statuses represented in the network, the more powerful, viable, and cohesive the network will be. A network, by design, provides an expansive and expanding structure in which leaders can function without producing the competition for social space that other organizations evoke. Utilize leadership by designing a new node of the network charged with a task and time limited in order to hold a productive tension between task accomplishment, the meeting of affiliation needs, and the empowering of participants within the node. This expanding structure will undergird "self-organization" by emergent leaders, maintaining spontaneity and creativity within a resilient system; allowing for what is known as autopoiesis (the characteristic of living systems to continuously renew themselves).

A crucial task for the expertise system is the identification and support of persons who are capable of performing in the newly identified role of evolutionary manager: those persons who either bring or can learn an evolutionary attitude, multi-level process planning skills which can: guide the evolution of institutional and organismic images; link the perspectives of different time horizons, attitudes, and logics; demonstrate "the higher art . . . capability to think, feel and act at several levels at the same time;" maintain entry for novelty; and prefer "dynamic security", in contrast to other types of administrators who prefer the "static security promised by specialization and unchanging work environment."

A Transforming System is the most important reality. A reality in which we experience: the meeting of persons, mediation of values, updating of histories, integration of newcomers, and learning at all levels of the network - personal, group, program, community, and society.

IV. THE NATIONAL COMMUNITY EDUCATION NETWORK

A limited view of the network produces a series of observations. The network appears to be primarily an internalized network, developing upon the basis of stimulation and seeding from private sources; and, investment, opportunity, and constraint from public sources. Elements of the network are located in a range of structures, from flexible community-based settings, to more inflexible institutional settings: The national network appears to be a loose alliance of two or three national groups meeting informally in order to focus on informally agreed upon internal goals. Certain goals may be inferred, and appear to have been achieved: the community schools concept has been moved in to acceptance; community education, as an evolving philosophy, conceptual framework, and practice, is gaining acceptance as having potential for community persons, communities, and society; and, networking over time to achieve these goals has no doubt produced a strong, informal, interpersonal, primary network. These gains have been produced as a result of initial networking for identity-formation, communication, linkage, and national credibility. The field of community education and the national network has its greatest visibility within the domain of the institutions of education.

From the inside of the network, stress and conflict appear to flow from the following issues: which organism learns, the person-in-community, or the community?; how does either micro or macro-learning occur?; are static program responses or dynamic process initiatives to be emphasized?; sucess in interpersonal networking, and disagreement as to how to design the network in order to make the next evolutionary transformation; conflict between persons who wish to catalyse the network in the direction of internal and external change, and those individuals constrained within roles and institutions to use of the network by social choice as a resource system only; currents of feeling around implicit evaluations as to who, on a Likert scale from one (1) to seven (7), from selfishness to altruism, would rate where?

From outside of the network, hammer blows are being levelled against education and human services in general. The perception that community education is within the domain of schools, schooling, and higher education makes the field vulnerable to the lack of public credibility and understanding now being experienced by the institution of education generally. Additionally, due to a perceived exclusivity, or narrow definition of the existing membership of the network, innumerable allies across the country are not within this association: those innumerable community decision networks which are also involved in community learning on the part of citizens and communities, and their national affiliates.

These reflections are offered to you in order to do what all good consultants do: make the undiscussible discussible!

V. CHALLENGES TO THE NATIONAL COMMUNITY EDUCATION NETWORK.

This network, like all others in human services today, must respond to the rapid and dangerous currents awash in this society. I will share my personal

views of some of these: you need not agree with me. The most immediate current is that represented by a Federal Budget which threatens to dismantle over twenty years of investment in National Domestic Policy. The devolution to States of huge areas of domestic policy with no clear quality control, equity, or allocative guidelines. The elimination of supportive areas in research. A concurrent challenge is a Defense Policy which does two things: provides us with a war capacity which cannot be used and is, therefore, obsolete from the perspective of human systems morality; and, secondly, does not provide us with appropriate defense capacity to guard embassies and manage conventional conflict. A third and perhaps most dangerous current is the deeply running threat that as a society we will avoid a visible and legible debate around an essential energy policy, and inherit an incremental energy reality which damages the environment, inappropriately controls communities, and fails to provide for future generations. The societal stream in which these currents are awash is polluted by a pervasive distrust of our institutions and authority in general; a counter-dependent movement in the direction of return to true believerism; and a sense of terrible instability which makes us feel as if, to quote the sub-title of the new Yankelovich book, we are "searching for self-fulfillment in a world turned upside down."

Internally, the network must respond to challenges:

1. address the issue of who are you, why do you exist, what is your purpose, what are your internal and external goals, how will you activate the system to pursue those goals, and how will you design and make conscious and accountable your structures, membership, and activities.

2. Develop a meta-model which accepts that micro and macro-learning are both within your paradigm, that persons learn and communities learn, that programs exist and processes must develop. Take a lesson from physics which invented and accepted both particle and wave theory: both are needed.

3. Conceptualize your network as a conscious social movement, and face the tough decisions of when to institutionalize necessary programs and hand them over to more static institutions for maintenance; how to balance the evolutionary process I have described, and <u>balance</u> is the key word;

4. Take the risk of opening up your boundaries to allies across the country, in order to be more inclusive.

5. Identify your grounding: is it truly the communities of this society? If, instead of the community, it is a separate institution disconnected from community, confirm that reality and build solution-building strategies from that ground.

VI. OPPORTUNITIES FOR COMMUNITY EDUCATION IN THE EIGHTIES.

Having faced internal challenges, external opportunities are open-ended. We are the richest nation on earth: let us not forget that. If we have a crisis, it is not a crisis of poverty of a material nature: it is a crisis in imaging, valuing, knowing, assessing, acting, managing, and distributing.

The Global Futures Network, meeting in Toronto, Canada, last summer, agreed to "Think Globally, and Act Locally." Community workers and communities in the USA could agree to "Think Globally, Act Locally, and influence Nationally." At this moment, due to radical changes in the national government, changes that will affect every human service system which exists and impacts our communities, we have an opportunity to join what is, in effect, a revolution in process. As in every revolution, we are faced with life and loss choices; and, loss is often felt as a death equivalent.

At the personal level, if we are faced with the loss of job or position, we can activate our personal and professional networks, face those changes with hope, and make life choices of: connection, integrity, and movement. Where we, as community professionals, see the effects of loss in others, we have an obligation to be supportive in times of dislocation of persons within our communities. We must activate networks for support for persons, in order to combat the loss, which can lead to experiences of: separation, leading to fragmentation and obliteration; disintegration, which can lead to depression and despair; and, immobility or the opposite compensation of frenetic, unfocussed activity. At the same time, we must move rapidly to activate our communities, and build with our networks opportunities for immediate participation in the decision-making now underway as to how our states and local communities respond to lost revenue and the opportunity for restructuring which the devolution of responsibility places with us. We, additionally, must transcend our usually competitive reaction to the perception and reality of shrinking and changing resources. We must resist pressures which cause us to act out of our reptilian and mid-brains; we must not put on our scales, claws, and sharp teeth and use them on each other. We can choose to mobilize ourselves and others in cooperative, solution building, creative processes which result in win-win decisions and new opportunities.

At the national level, we in human services are becoming known as the Function 500 sector of the society (Function 500 is the designation in the Federal Budget). It is the prevailing economic faith that withdrawal of support from our sector will stimulate the Fortune 500 sector of the society to perform the important societal tasks of: job creation, education, and social services. Additionally, we face another inconsistency: foreign policy is stated to be implemented on the basis of end-linkage, a clearly demonstrated relationship between behavior and consequence. Domestic policy is being planned with no concurrent implementation requirement. What do I mean? The Function 500 sector of our society is being asked to sustain an approximate forty billion dollar loss, in order to provide a transfer to another sector of the society - with no end-linkage or guaranteed consequence or behavior outlined. We are left with both faith and a vacuum.

It is my contention that the community sector must take the lead in stimulating a dialogue with the Fortune 500 sector. We are needed to move immediately and offer business, industry, and commerce an opportunity to form new partnerships with human services in order that they may perform the tasks the prevailing economic and domestic policy has designated. Equally important, we can identify with our communities where the task is being accomplished successfully, and where it is not being achieved. In order to do this, community

professionals must be highly skilled in public policy development, private policy partnership building and negotiation, and inter-community networking in order to become a viable force in the domains of national policy, and national corporate policy. The key skill and method which we bring is that of the community education process; a process used by most human service systems.

For the past decades of the industrial society, physical environments and human communities have been used and abused as physical and social externalities; outside of the consciousness of corporations and the society. It is my contention that human communities are not silent, suffering organisms like physical environments; human communities are not those passive sinks like rivers, meadows, and hills, which have been abused as externalities for decades until they become static and disintegrating. Communities are companies of people with voice, vote, and mobility; citizens are learning multitudes; and networks are learning systems. A society is not human until it becomes a network of connecting, linking, communities; in turn, communities are made up of connecting, linking, movement networks and persons. We in communities contribute to our own abuse when we fail to remember and enact a societal environment which feeds back on us the policies, conditions, and lived values we want, need, and will actualize. We are at fault when we forget that the rules are always in the meta-system; we are at fault when we forget that to create our world at home means we must negotiate the same creation with our states and nation.

> "The working of great institutions is mainly the result of a vast mass of routine, petty malice, self-interest, carelessness, and sheer mistake. Only a residual fraction is thought."

George Santayana's description portrayed my view when I read it years ago. Searching for an alternative, I examined my own experience, and found that:

> "The working of person-centered networks is mainly the result of love and altruism, care, and expertise. Through them we think, design, and co-create the future."

For the past decade I have set aside a large proportion of my time for work in the world of networks, and have had the privilege of facilitating the activation and ongoing development of innumerable networks at all levels of social organizations. The networks have been person-centered, value-based, cooperative, multi-level, goal-seeking, flexible, adaptable, and evolving. The purposes have differed, but the structures have always functioned to provide mutual support, empowerment, liberation. Most have cooperated to produce collaboration within their systems, and effect changes in external conditions affecting persons and organizations within their membership. All have had to develop knowledge and skills: the greatest need had been in the areas of meta-planning, meta-thinking, macro-learning, design, and policy development. We are socialized into small worlds, worlds we think we control; it is hard to learn to think and be differently in the world; it is hard even to recognize that our part of existence is not the whole.

Networks, in my view however, are the structures by which human systems learn and "self-organize." In an era in which there is no stable state, government cannot govern, leaders cannot lead, institutions are dysfunctional, and reality moves beyond theory - the self empowering network, with teams of persons who themselves are developing, is the tool by which human service works and others will create community, and transform personal lives, communities, and society.

As we move, with physicists, biologists and other life scientists, beyond the Cartesian split, we will find that we are both responsible for and a part of the human systems with which we work and in which we live. I urge you to link, connect, cooperate, collaborate, empower, create, develop, design, and transform yourselves and this network. I urge this Institute to planfully activate the field of community education, and join others in creating a community-based agenda for this Nation. Our every action unfolds the human world. THINK GLOBALLY, ACT LOCALLY, AND INFLUENCE NATIONALLY.

NETWORKING AMONG AGENCIES FOR COMMUNITY EDUCATION

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Throughout the world there is a rapidly growing consensus of seeing education as a system. To be fully effective in addressing both individual development and community development, education is being viewed as a system of networking agencies and organizations. Formal schools are one major element in such a network. Many other institutions are also of major importance: human services, museums and libraries, businesses and unions, self-help groups, parks, religious groups, government agencies, are all examples.

One established movement which has the potential to encompass the vision of education as a network of agencies is community education. There is growing awareness among community educators that its processes and purposes support the view of a system that includes formal schooling and nonformal education.

A distinctive characteristic of community education is the focus on both individual development and community development toward quality of life in communities. Basic life functions are potentials for the focus of community education through networking: economic issues of consumption and production, employment, constructive social interactions, recreation, lifelong learning, health, security, justice, suggest some of these foci. The educational resources of a community, aimed at complex community issues, often requires the communication and sharing of several community agencies and groups, which is another way of describing networking.

In the past decades community education has been especially concerned with interactions between formal schooling and the community, as related to individual development. As interest increases in out-of-school education in nonformal education, in lifelong learning, in the learning society and in community-centered learning, the national and international community education movement is also expanding its vision. There is an opening-up of the applications of community education processes to networking of many different agencies, within and between communities. Intrinsic characteristics of community education processes make it a natural, powerful vehicle for implementing education as a system. Briefly stated, the operating characteristics of community education include concepts of empowerment

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This is an address delivered by Dr. Reed at "Synergy for Survival: Information and Resource Sharing for Community Education in the '80s" workshop conducted by CERC in Boulder, Colorado, Jan. 21, 1981.

of grassroots populations, lay participation in lifelong learning, networking among community agencies, nonviolent improvement of the basic social-political-economic structures of the community. It is evident that these characteristics are most fully expressed when education is viewed broadly, where schools are one spoke of a wheel and where the hub is education for individual and community development toward quality of life.

There are direct connections between viewing education as a system and the concept of networking. First is the obvious fact that a system of education is made up of many varied agencies and groups having educational functions as part of their operations. Human services, civic groups, private and public agencies of all sorts have an interest in influencing people through conscious, organized efforts.

The educational variables we use to analyze and deal with schooling are also present in differing modes in all these agencies. If one examines a human service agency, for example, it is apparent that they have learning populations, facilitators, messages (content), learning-facilitator approaches (methods), administration, funding, etc. It is in this sense that community education networks of these agencies can implement the concept of education as a system.

A second connection between education as a system and networking lies in the often complex nature of community issues and problems. These issues often do not fall readily into the province or capacities of any single organization, be it the school, government, or human service agency, business, union.

The overall purpose of this workshop (and the six regional ones in March and the bi-nationals in May) is to further participants' competencies as leaders of this enlarged vision of community education. More specifically, this present workshop will provide opportunities for participants to analyze the potential uses of new networks, to be exposed to successful examples of community education networks, to do concrete planning for initiating or extending networks in each state, and to reexamine each one's work schedule so that time and support for networking activities is available.

Networking, the theme of this year's S.E.A. training workshops, is an everyday experience of all of us. We all have nets that we work with: links; connections; communication lines; ways of living, working and sharing with other individuals and groups are ways of talking about networking. Given the everyday occurrences of networking in our personal and professional lives, there is much we already know how to do when we want to start new networks or refocus established ones. Additional learnings may be useful when we want to increase our networking activities (making new connections, working with new individuals, new groups and agencies). This complication is especially the case when we want to develop increased resources (of time, energy, ideas, space, wealth, inspiration) to better address present tasks and become involved in new tasks. The development of networks to address knotty community issues also may call for further learnings.

The networks that are an almost unconscious part of our daily lives are usually established by making connections with individuals and groups with

whom we can relate with ease. When we want to establish new or additional resources, we may find we need additional competencies in order to make connections with individuals and agencies whom we or they see initially as strangers or sources of unease. Networking under these conditions of strangeness, where the types of resources to be exchanged are significant and where the tasks to be addressed are difficult, may require further growth beyond the competencies we already have.

There is another dimension to this process of increased attention to effective networking. In addition to what you and I may need to learn to be more effective, there is what might be called organizational learning--what our own agency needs to do in order to support our efforts. The exercising by community educators of increased attention to networking at regional, state and local levels, addressing new tasks with new connections to diverse agencies, may often require organizational changes in the home agency. For S.E.A.'s these changes in their state education agencies will require the understanding and support of persons who have power over decision making colleagues. There may be useful changes in organizational structures in one's own agency that will greatly enhance increased networkingk activities by individuals.

There is a survival timeliness to the theme of this year's training. Networking can serve several purposes, one being to develop resources in a conserving economic-political climate. Such a conserving climate still must deal with many community-based problems facing us and our colleagues, as we work toward enhancing the quality of community life. It is through networking with new agency connections that untapped resources can be released. There is an interesting quality to resources that are inherent in people and their institutions (resources of ideas, inspiration, time, energy, even access to wealth); sharing of these resources often produces a gestalt in which the new whole is much more powerful for addressing tasks, than is the power of any single person or single agency that addresses the same tasks. The tendency we may all have towards personal and agency territorial provincialism need not be an insurmountable constraint in resource sharing through networking. During these next few days of this workshop we will have an opportunity to analyze several fruitful, complicated interagency networks already in operation within this group, where shared resources results in a gestalt; where 2 + 2 = 5.

There is an urgency to the content of this years SEA Training. Networking skills are especially timely given the high probability that the federal Community Education Program funding for 1981-82 will require that each state develop three and ten year plans. Those plans will be more convincing and powerful as they include creative, realistic details on resource networking among private and public agencies, at regional, state and local levels. At this workshop, at the regional level workshops in March, and at the bi-national ones in May, there will be ample, varied opportunities for exploration in sharing of our resources, those of our own organizations and those from other groups who fall within the broad description of education as a system. As you know, the regional March workshops are designed to bring together S.E.A.'s and peers from other public and private state level agencies, as well as some community educatiors from institutions of higher education and from local levels. Out of

these regional workshops there are potentials for networks across states as well as within each state.

At the bi-national workshops in May we will join with the Mott Foundation, bringing together the S.E.A.'s, higher education based community educators, plus representatives from selected national and regional organizations.

Given the present funding formula of the federal government for community education, there are no apparent provisions for national training S.E.A. workshops. One of the community educator's tasks during this year is to construct our own networks for training aimed perhaps at regional and at state levels, with diverse target populations, and with indigenous needs defining workshop objectives and content. Connecting networks started through this year's workshops with your state colleagues, with other states, with varied public and private agencies, with higher education institutions, can create the resources we need to continue the constructive national and international impact of the community education movement. These can be exciting, challenging, fruitful years as we use our networking strengths to address crucial issues of enhancing qualify of life through education for individual and community development.

NETWORKING AND COMMUNITY EDUCATION

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Let me begin with a confession. Having received a good dose of training in philosophy as a student, I habitually enter any discussion operating under the dictum: "define your terms." However, when it comes to talking about a phenomenon like networking which has been discussed prominently everywhere, from the Journal of the Royal Anthropological Institute of Great Britain and Ireland to Ms. Magazine, you know you're in trouble. In fact, anyone who hopes to get a quick fix in pinning down the meaning of networking in simple terms will probably meet the same fate as that infamous committee of the French academy which once offered the following simple definition of a crab. "Crab," they proposed, "a small red fish which walks backward." Unfortunately, as the naturalist Cuvier pointed out, "Your definition, gentlemen, would be perfect only for three exceptions. The crab is not a fish, it is not red, and it does not walk backward." So much for simple definitions!

The reason that it is difficult to simply define networking is that the term is used in three very different ways today. First, it is used as a relatively technical concept in the field of anthropology, ethnography, and sociology to describe and measure influence patterns in human relationships. This has given rise to the sub-disciplinary speciality of "network analysis" which has spawned a host of technical terms, graphic methods, and mathematical models. You should be relieved to know that I will not have a great deal to say about these.

Second, the term network is used as general metaphor to refer to human relationships in general and some of the values that are present in those relationships. In this sense, we refer loosely to such relationships as the "Old Boy Network" or the "New Girl Network" or a "network of friends."

Third, in recent years the word "networking" has been used as a prescriptive term to suggest a strategy for social change. This is what people like Don Schon mean when they discuss the potential of "network movements" or Sarason & Lorentz mean when they talk about "resource exchange networks." It is networking in this sense that I believe this institute has been most interested in considering.

This is an address delivered by Dr. Langton to the Eastern and Western Community Education Leaders Renewal Institute, May 6-7, 1981--May 18-22, 1981, on Martha's Vineyard, Massachusetts and Padre Island, Texas.

Today I would like to suggest some ways in which these three uses of the term network are relevant to community education. But, before I do that, let me come clean with you about what I do and don't mean by community education.

What Is Community Education?

To me, the key to understanding what community education is may be found in one of the two ways in which the word education is defined in Latin. As you may recall, there are two interpretations of education in Latin: educare and educere. The first means to train or mold. Such a view conceives of learning as an essentially static, passive, and traditional exercise in which knowledge is drilled into those who are supposed to absorb it.

The other interpretation of education in Latin means to draw out. This view conceives of learning as a dynamic process of discovery, creation, and actualization of potential. It is this second notion of educaton which inspires my own understanding of community education. Quite simply, I conceive of community educaton as drawing out the latent potential of a community. In this sense, community education is above all else a discovery among people within a community about whom and what they are; a creation of a shared vision of what they would like to become; and a drawing out of an understanding and a commitment to how they might become the community they envision.

On the other hand, let me make clear what I think community education is not. Above all, it is not an institution in a community which is fixated with its building and programs. What I do not mean by community education is a number of the so-called community schools I have seen in the process of consulting with many non-profit service organizations. All too frequently I have found examples of community schools which use government funds to compete rather than collaborate with other community institutions; and, in the process and under the banner of community education, they actually destroy the very potential of developing community while working their survival or territorial expansion agendas.

So, when I think of community education I do not think of facilities or self-serving institutions that want to make a name for themselves as special places or spokespeople in a community. Instead I think, for example, of processes like I have seen Bill Cirone create through the Center for Community Education and Citizen Participation in Santa Barbara, California, in which he helps groups develop the skills and resources to address their interests and needs. Once he and his staff help such groups to become independent, each group is then encouraged to lend a helping hand to the next concerned group that comes along. As a result, all kinds of people cooperate, grow, and share in building and helping in the growth of a community.

Well, having suggested what I do and don't mean by community education, I would like to discuss how the three uses of the concept of networking are relevant to community education.

Network Analysis

Let me begin with a few comments about the field of network analysis. The major thrust of this social scientific movement since the 1940s has been to provide better descriptions and explanation of how change takes place in society. While there are a host of findings and principles that have emerged from this field, there are five, in particular, which I find particularly relevant to those who are concerned about issues of change and education in a community.

First, it is possible to understand the change process in a community by identifying key individuals and their links with other persons. This way the significant finding in J. A. Barnes' pioneering work in studying a Norwegian island community in 1954 in which he proposed: "The image I have is of a set of points some of which are joined by lines. The points of the image are people, or sometimes groups, and the lines indicate which people interact with each other." This simple notion has since given rise to a variety of analytical methods among social scientists. However, it also provides a basic and simple tool that has considerable utility for any community organizer who wants to understand how things really happen in a community.

Second, network analysis has made us aware that networks are present everywhere, are of all types, and serve different purposes. So, for example, a network can be viewed as partially as a family, or as broadly as a region of a nation, or as an international professional movement, such as community education. Further, networks can vary in quality and change in character over time. What this suggests for anyone concerned with community action is that networks are ever present realities that have the potential for being joined, influenced, and mobilized for action over time.

Third, networks are not merely patterns of relationships between individuals, but also include linkages between groups and institutions. The implication of this for community educators is to be aware of the variety of groups within a community that have the potential for energizing a community education process.

Fourth, the nature of the network connections that can be made between people, groups, and institutions can vary. The connections can include exchanges of goods, information, service, advice, political support, or sympathy. Further, the exchanges in networking do not have to necessarily be of the same kind. For example, one group may give goods to another in return for political support. In addition, the level of exchange does not always have to be equal. What these findings suggest to any community leader who wants to encourage networking is that there is an imaginative array of exchanges that can be encouraged in linking elements of a community together.

Fifth, as Jerremy Boissevain has pointed out, networking is facilitated by certain kinds of individuals with particular skills for the task. Referring to such persons as "social catalysts," "brokers," or "network specialists," Boissevain concludes that they, "provide important links in networks viewed as communication channels. They transmit, direct, filter, receive code, decode, and interpret messages." Of such stuff, I suspect, are good community educators made.

Network as a Metaphor

A "network analysis" provides the community educator with some relevant tools and insights, the growing popularity of network as a general metaphor represents aparticularly relevant social force for community education. Clearly, the general term "network" has become increasingly fashionable in institutional life in America. For example, a number of groups, such as the Gray Panthers, use the title "Network" for their newsletter. Ms. Magazine, and a number of publications for ladies, run feature articles about the value of "networking" on the job. One company even has an organization called "Network." Networking is used as a theme for conferences such as this. And, there is even an organization that has been created to study, advocate, and advance networking.

The key question in regard to this newfound popularity of the notion of networking is: What does it mean? Is it merely a fad, or does it suggest something deeper?

I would propose that it does represent something deeper. As R. L. Stevenson once suggested, "Man does not live by bread alone, but also by metaphor." And, as Ernst Cassierer has pointed out, metaphors like myths and works of art, usually reveal deeper feelings of fear or aspiration among people.

In the case of the metaphorical use of the term network, I think that the metaphor represents people's tremendous desire to experience a sense of community today in a time in which so few of us ever experience a sense of community. The metaphor "network" represents an aspiration to overcome, or move beyond, the all too pervasive experience of alienation which is the pandemic social disease of our world.

The life experience of all too many people today is marked by such alienating forces such as: depersonalization, being treated like an object (Marx's notion of entausserung); or lack of opportunity to fulfill our potential (Marx's notion of entfremdung); or the experience of powerlessness which leads to a sense of impotence such as is portrayed in Albert Camus' character Jean Baptiste Clemence who (in The Fall) was unable to respond to a girl who jumped off a bridge in front of him while he simply walked away and told no one; or the experience of what Emile Durkhein referred to as "anomie" or the loss of any binding values which hold us together.

I believe people as individuals and in communities desperately want to overcome these forces of alienation today. They have a deep existential longing to be treated as persons and not as objects; they are hungry to fulfill their potential, to do things that are meaningful; they want to have a sense of personal power and be able to participate in events which effect their lives; and they want to experience and share values with other people.

But, people know our world, our time, and our institutions seem to be moving against these human needs and desires. So, for example, 90% of the public feel there is a moral and spiritual crisis in our nation today. Less than

25% have confidence in the major institutions of our society. Only 12% express trust in political leaders and institutions. Nearly 70% are dissatisfied with the way things are going in our country.

It is in relation to these feelings of frustration and longing that the idea of networks takes on a particularly important meaning. For, what network means in this context, is an imagined way for people to somehow come together in their search for community and in their desire to overcome forces of alienation and repression in our world. Network, in this sense, joins a pantheon of other popular terms of human longing for community, such as "citizen participation," "community revitalization," "self help," and "humanistic values."

What this means for community education is that there is a deep and abiding hunger among people out there for what it is that you should be selling. People want community, and they need people like you who can help them to discover and create it. Networking is but one rallying cry in this quest. To the extent that you can help people to link up in networks to experience community, you will have done a great and worthwhile thing.

Networking As A Strategy

This brings us to the third and last use of the term networking as a strategy for achieving social change. While "network analysis," as I mentioned earlier, is interested in describing networks which already exist, and while the metaphorical use of the term "network" reflects our existential desire to experience community, the strategic idea of "networking" is concerned with consciously creating or using a network in the future to bring about change. Therefore, "networking" can be viewed as one tool that community leaders can use to address social needs.

Although the practical strategy of "networking" can give rise to many types of networks, let me mention two that I think are particularly relevant to the political condition of America in the 1980s and to the community education movement. These are advocacy networks and exchange networks.

An advocacy network is simply a process of a group of people or institutions who come together to advance a particular public policy or practice. The policy or practice may be sought in different institutional contexts, including government, business, or the voluntary sector. Advocacy networks usually involve several stages of activity including: the shaping of a common political agendy among a disparate group of individuals or organizations; the identification of specific proposals to propose or advocate; and the sharing or coordination of resources to advance or support those proposals. An example of an advocacy network is the recent "Osha Environment Network" of a number of environmental groups and labor unions which advocate retaining work safety and environmental legislation.

An exchange network consists of a joining together among persons or institutions to assist one another and to serve mutual needs. Seymour Sarason,

Elizabeth Lorentz, and their colleagues who have written most insightfully about the dynamics of such networks, have referred to such interactive associations as "barter exchange networks." The essential purpose of such networks is to bring benefit to each party in the network through sharing resources. As a result, community based groups should ideally be able to increase their effectiveness, and the community as a whole should benefit from the synergy created by exchange networking.

While there is a great deal to say about the role, potential, and development of advocacy and exchange networks, I would like to offer two propositions about their historical significance.

First, advocacy and exchange networks represent timely organizatonal innovations that are responsive to two social problems of our time. One of these problems is that we have become an increasingly fragmented society in which people are organizing around particular (and frequently isolated) issues. The continued growth of low cost communication technology will, undoubtedly, continue this trend. The problematic side of this is that traditional institutions, like political parties and churches, that previously performed mediating functions, have become weaker. Therefore, our differences become more intensified, and it is difficult to coalesce groups in pursuit of social consensus. However, if we are to survive as a society, we must create new ways of joining people together to hammer out differences and to blend major common interests and beliefs. Advocacy networks represent one new form of political/social organization in which parts may be fit into wholes, and the number of players in the advocacy arena can be reduced to workable team proportions.

The other contemporary problems for which exchange networks are most relevant is that people are rebelling against human service systems in our society. Whether or not you like the present conservative political cast this rebellion has taken, the important point is to understand the underlying social attitude which energizes this revolt. Quite simply, people do not like to have things done for them or to them. They do not like to be so dependent upon bureaucratic institutions. They want less government. They want less dependence upon professional elites. They want to do more things by themselves and for themselves. They do not like being consumers of service and prefer being partners. It is for these reasons that I believe that resource and service exchange networks may become a significant social force. They represent ways in which people and institutions can share and work together to address their particular needs and interests with less dependence on domineering external sources of support.

My second proposition is this: if the community education movement does not relate to these emerging problems of political fragmentation and the rebellion against human service systems, then it will not survive. At most, it will be a sterile movement which addresses the needs of communities through hollow rhetoric. Therefore, and more pragmatically, let me propose that, in the future, the primary role of community educators must be to facilitate, support and serve advocacy and exchange networks as vehicles for effectively addressing community needs.

Some Principles of Networking

If a community educator is to accept this challenge, the obvious practical question arises: How can this be done? What should, or shouldn't, a community educator do to promote networking?

Perhaps the most basic answer is that there is no singular formula for success to fit all situations and communities; however, adopting an attitude of opennes to learn with others and being experimental and creative is probably a good place to start. Beyond that, I would like to share seven principles which I have found helpful in my own experience in helping to develop the New England Environmental Leadership Network and a number of other informal networks.

1. Networking Doesn't Take Place Without Facilitators. This is one of the major points of the two works on resource exchange networks by Sarrason and Lorentz, and others, which I mentioned earlier. Further, this has been a basic maxim of the community organization movement since the time of Saul Alinsky. I have personally discovered how important this is in creating the New England Environmental Leadership Network, which would not have happened unless my colleague, Nancy Anderson, was available to devote two years working full-time on it.

However, although facilitators are essential to foster networking, this does not means that they do all the work of the network. In fact, as Sarrason and Lorentz have pointed out, "Success or failure...is determined in large part by the leader's adherence to the logic of participation, because...issues of tactics and strategy should not be decided by the leader alone." Further, as they point out, the founder of the successful Essex Network in Connecticut had to help the new facilitator learn, "to stop the instinct to do things yourself. I had," she says, "not only to keep Richard from doing things, I also had to stop members from expecting him to do things." When there was something that needed to be done, I had to keep saying, "Your job is not to do things, your job is to think: Whom do we know, or how can we think of who could profit from doing this? For whom is this an opportunity?"

2. Shared Values Constitute the Human Contact Which Binds People Together in Networking. By this, I do not mean that a catechism of moral principles must be established among those who create a network. However, it is critical to realize that you share a sense of the way things could, or should, be, and you feel that there are common values which bind you. Now this does not happen easily. It takes time to talk, and, above all, to listen to one another. Sometimes this is frustrating, and this is where a facilitator can be very important. Ultimately, you must feel and understand the values and goals that make your commitment to networking worth pursuing.

3. Networking Must Offer Tangible Benefits. While those who network must share some basic beliefs, the network must offer tangible, practical benefits to each partner. Everybody needs to get something out of the arrangement, although what each receives may be very different. This was particularly

evident to my colleagues and me in getting a working group of leaders from 70 environmental organizations to develop the New England Environmental Leadership Network. While many were reluctant to join us at first, we found that the development of three tangible benefits did attract people. First, we were able to provide leadership training conferences at no cost to them; second, we shared some grant money we had received to support conferences each state network team organized in their state; and third, with the help of each state team, we conducted a need and interest survey among 1,200 leaders from throughout the region and provided leaders in each state with a study of the returns from their state. Eventually this led to their conducting 18 conferences and training programs throughout New England that responded to the needs the survey identified.

4. An Early Success Experience Energizes the Networking Process. This principle is closely akin to Saul Alinsky's rule that an early initial victory is critical for a community based citizen organization. Alinsky's advice was to initially identify and achieve an easily attainable goal. Such an initial experience of success encourages people, it gives them a sense of empowerment, it creates confidence in your joint efforts, it brings people back, and it attracts new people.

5. Trust Is Essential In Networking. Above all, participants must trust in the integrity of the facilitator and other leaders of the process. Network leaders must operate under the principle, do what you say and say what you do. Network leaders must never allow their personal ilnterests and agendas to undermine the interests of the network effort as a whole or of any participatory group or individual. Their word must be trusted, and they must communicate openly, and often, about all issues that are directly or potentially relevant to the network and its members. While disagreements and conflict are necessary and inevitable in a healthy network experience, competition among groups (in seeking funding, for example) should be avoided or should be discussed openly and be guided by some cooperative principles.

6. A Network Requires Continued Maintenance. This need has been described very adequately in Sarason and Lorentz's reporting of the leadership efforts of Mrs. Dewar's initial leadership of the Essex Network in Connecticut. What struck me in reading their account was the amount of care and tome that Mrs. Dewar spent between network meetings in talking individually with representatives and in sending them appropriate written materials. This description closely parallels that of my colleague Nancy Anderson and myself in developing the New England Environmental Network. In fact, our telephone bill became so excessive in the first three months that we had to istall a Watts line. The need for written communication became so important that we created a newsletter.

7. Don't Romanticize or Over Analyze the Idea of Networking: This final suggestion may sound a little strange to you, but it is a principle we learned the hard way in our Environmental Network. When we began our effort, we read much of the literature in the field, invited in leaders from some other successful networks to address our group, and then attempted to discuss how, and why, we

might network and what principles we should adopt in the process. Well, after a few days of this, it was clear that everyone was tired of talking about networking. Finally, one participant blurted out, "the heil with talking about networking, let's forget the damn word and just talk about what we want to do together and how we are going to do it." To the cheers of the rest of the group, we took his advice. While seldom referring to networking, and never referring to other models or experiences of networking, we proceeded to create our own unique and successful model.

Since I began this talk with a confession, let me close with one more. While I hope you will think about some of the principles of networking I have shared, I hope you will not take them too seriously. I say this because I believe that, above all, the process of networking is a creative, social art form which is not easily susceptible to imitation (what the Greeks called mimesis). Therefore, those who would create, or serve, networks should look forward to releasing their own creative energies and imagination in the search for community.

CONCEPTS FOR A STAFF DEVELOPMENT DESIGN ON NETWORKING

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Complex staff development designs are constructed from conceptual bases. Often these bases are taken for granted by designers. An effort to construct a systematic view of guiding principles helps insure cohesion among the many decisions that go into the total construct. The purpose of this essay is to sketch the guiding principles used in the networking training design on which this manual is based, regarding such components as target populations, needs analysis, goals and objectives, resource and constraints, implementing strategies and activities, materials, and evaluation of processes and products.

The conceptual framework is developed from a web of four main constructs: (a) the major goal of community quality of life; (b) the vision that sees community education as a system of interrelated agencies; through networking and collaboration; (d) and the selection of implementing principles and strategies that emphasize humane training processes.

Community Quality of Life

The long-range purpose of networking skill training with the SEA's is to further the quality of life in communities. Focal points for addressing this purpose are daily life functions in communities: employment, interpersonal relations, health, lifelong learning, safety, justice, creation and recreation, service, production and consumption, resource use and conservation, etc.

Three broad objectives relevant to SEA's' networking skills are concepts of synergy, of citizen empowerment and of change agency leadership. Synergy refers to maximizing agency resources, where networking among two or more agencies creates a gestalt that is greater than the sum of the separate agency resources. Agency resources may be material (space, facilities, wealth) or interpersonal (time, personal energy, ideas, inspiration, support, information). Synergy involves the conservation of resources, the sharing of resources and the invention of resources.

The objective of citizen empowerment has philosophical, political, social and economic implications. Crucial for SEA's are networking skills which support and encourage citizen involvement: facilitating, leadership styles, consensus decision making, cooperative conflict resolution, team building, communication.

Focusing on crucial life functions of local communities calls for change agency leadership by SEA's. Life functions such as employment, justice and health are experienced through established social structures making up the fabric of communities. To help provide leadership in improving a community's social structures demands management and organizational development skills. It is apparent that this calls for a leadership role that both conserves culture and, where needed, leads culture.

Education as a System

To enhance community quality of life requires seeing education as an inclusive system. Education is a significant function of many acencies and organizations in communities. In addition to formal schooling, components of this educational system include human service agencies, libraries, business and union groups, government agencies, museums, self-help groups. One well established movement that supports this vision is community education. Wide variability characterizes how broadly community education practitioners view education. Some are largely concerned with school and community interactions, while others envision a wheel of community agencies and groups, schools being one of the spokes. The present and future thrust of the movement is towards the broader vision.

Community education seen as a system demands interactions among agencies to enhance growth of individuals and development of the community. A long history of professional experience is available to practioners from formal pedagogy concerning individual development of youth. When individual development is also seen as lifelong education, there are further practioner skills required, ones relevant to pre-school ages, out-of-school youth, disenfranchised groups, young and old adults. And the community development emphasis requires still additional new skills by community education practitioners.

Staff development designed for training in lifelong learning utilizes theories and information across many approaches: adult education, early childhood education, developmental concepts and nonformal education. The added emphasis of community development also implies adult and nonformal educational approaches, along with concepts of organizational development, of the learning society and networking.

Interaction

Networking as a general term refers to the interaction among persons and agencies. The interaction may involve non-material elements such as information, expertise, ideas, psychological support, inspiration, time, and energy as well as tangibles of space, facilities, and wealth.

It is useful to picture a continuum from networking to collaboration. Networking involves very loose linkages among participants, is often not highly visible to the outside world and may involve only infrequent personal contact. Collaboration involves strong linkages, high visibility and personal contact. Four stages along this continuum may be described as networking, coordination, cooperation, and collaboration. Each of these stages will be most appropriate

for specific situations, tasks, populations, social-economic-political contexts and available resources.

While there are commonalities of appropriate skills for the community education facilitators across all parts of this continuum, there are also distinctions of appropriate skills between networking and collaboration. Networking skills include the ability to: see how people in other agencies might be useful to oneself; conceive of many resources you might offer to others; persuade others to stayu in contact; communicate easily and effectively; and conceive of useful, nonthreatening communication vehicles. Collaborative skills include the ability to set mutually advantageous specific goals; devise planning processes that are efficient and involve all parties; form the group into a team with agreed upon roles and where differences are respected; use management skills that facilitate collaborative leadership, consensus decision making and constructive conflict resolution; choose linkage devices such as written aggreements, temporary project teams, permanent consortiums.

Humane Training Process

Training strategies and activities consistent with the objectives of the workshops on networking are derived from several concepts. Needs analysis techniques draw on principles of responding to participants' situations. Role clarification recognizes that training for new networks and skills is futile unless particpants are also helped to restructure their professional roles so as to make realistic their implementation of these new skills. Further, attention to organizational development concerns, along with role clarification, is required to provide the wider contextual support for participants to utilize the new skills. The paired attendance requirement that each SEA invite someone with relevant decision making powers to attend the national level workshop with them, was designed to provide support for organization change as required to free up changes in SEA role. A triad attendance requirement for the regional level workshops, with each SEA inviting two people from other agencies, was similarly planned as a future support for implementing new networking skills that challenge established organizational traditions. The third set of workshops brought together potential networking groups of SEA's and institutions of higher education, with potentials for seeing education as a system and for long range planning by the states.

The workshop design modeled skills that are required on the job as the SEA's explore the possibilities of networking. Workshop sessions on force field analysis expand on competencies for identifying positive and restraining forces in one's work setting, for moving networking forward through changing some of those forces. Making specific detailed action planning to construct realistic new networks for the weeks following the workshop, buttressed each participant's positive expectations of actual use of newly acquired skills. Each session of the workshop was also used as a living case for process analysis. The grup interactions inherent in networking require competencies of SEA's to deal constructively with group issues of problem solving, conflict resolution, communications. Workshop sessions involved all of these issues, and training facilitators provided techniques to analyze these group processes.

Process evaluation of the workshop utilized the principle of participant perceptions as a major data source: the participation of the workshop attenders and of the training staff. A more product-oriented evaluation uses information on SEA participants' implementation of their networking action plans.

Conclusion

Conceptualizing, designing and implementing training is carried out within several concentric contexts. In the staff development networking project for SEA's there is the broad social-political-economic-ideational realities of the nation and of the community education movement. Within that orientation are the similarities and differences among the fifty states, along with the variability that SEA's must take into account within each state. The more specific context of each training workshop, and of the institutional setting within which the CERC staff operates, further guides the design. Those familiar with hourly-daily worksho implementation are fully aware that even that very specific contextual environment significantly influences what actually takes place. Identification of the resources and constraints inherent in all these contexts helps establish the conceptual basis for a training design, which can then more responsively inform the specific objectives and implementation of the training.

CASE STUDIES

ODE TO A NETWORK

I think that I shall never see
A network that could work for me.
For I'm the one, it seems, who's blessed
With coordinating incredibly selfish, turfy groups
Who are obsessed
With maintaining or enhancing their own slices
Of the pie
And forget that such behavior gives
Out great movement a black eye,
Begone cooperation, collaboration, and
Other great ideals.
I'm gonna learn instead to wheel and deal.
So from this day forth, I'm gonna plot
To save my own sweet neck and let their
Necks rot.
I'm sorry if my network poem does not scan,
For what I'm getting paid--I do the
Best I can.
If networking is your cup of tea
That's fine--just let the funding come
To me!

-Anonymous

CASE STUDY FOR NETWORKING

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Introduction

The regional workshop of the Community Education Resource Center on Networking Skills in March 1981 brought together state directors of community education, education specialists and specialists from other agencies from six mid-atlantic states. Participants had an opportunity to explore the range of resources available within each state and an informal network was established by the state directors of community and/or continuing education in Maryland, Delaware and Washington, D.C.

All three state directors had identified a need to provide additional training opportunities to education and community agency representatives on the need for collaboration to provide needed services and to reduce unnecessary duplication in a time of financial reductions.

Problem

One strategy to provide training to clients in the tri-state area without expensive consultant fees is the utilization of expertise of available staff in a collaborative training project.

In June 1981 guidelines concerning the application for federal community education funds became available on a discretionary basis and a meeting of the tri-state area directors and selected staff was scheduled in Baltimore, Maryland to discuss the feasibility of preparing and submitting a tri-state proposal for community education.

Participants at this initial planning meeting reflected a totally collaborative process as needs and resources were identified and presented by each state representative. Many examples of positive reinforcement were observed as one after another of the participants confirmed a resource or reiterated an existing need.

Initiating the Network

Each of the state directors in the tri-state area invited professional staff and/or advisory committee representatives with planning and training experience to participate in the proposal planning team. Participatory decision-making

prevailed with input from each state's representatives on project direction and needed resources. Many members of the planning team were known to each other from having attended conferences or workshops on community education issues. This knowledge base established a professional rapport among the group that facilitated the transition from discussion to actual collaboration on a mutually beneficial project.

That initial meeting resulted in the development of a general philosophy statement that defined the project goal and was evidence of the team's ability to work together effectively. A series of task-oriented sessions followed as the proposal writing project developed. During the sessions various leadership styles emerged. When a general perspective was needed, the style was "collaborative" with minimal direction provided by a team member who served as facilitator. As specific assignments were distributed among members, a more "accommodating" style surfaced with members volunteering for specific duties in a spirit of cooperation and in keeping with individual areas of professional expertise.

As products were presented to the group for their review and evaluation, a compromising mode evolved to resolve differences and to facilitate progress. Time constraints near the completion of the project indicated a more assertive leadership style would be appropriate for accomplishing the editing and final compilation of the project.

Analysis of the Action Strategy

The effect of this tri-state networking effort on the participants has been positive. Professional contacts have been expanded; awareness of regional needs and resources related to community education has increased; and the networking itself has provided each participant with an experience-base for future collaborative projects.

Should problems arise, the networking effort may be revitalized. Each participant has individual responsibilities for the management and direction of community education programs and services in each state, and networking remains an option.

I recommend that decisions to choose networking be freely made. If networking is forced, the process may be affected. A collaborative team builds upon the collective skills, expertise, and attitudes of each member. When these components are positive, networking can be an effective strategy for progress.

NETWORKING - OREGON STYLE

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Introduction

The Oregon Department of Education has taken a strong leadership role in developing interagency cooperation primarily in community school/community college districts. There are several factors that contribute to this leadership. The community schools section is part of the community college division of the Department. The community schools specialist is also responsible for community college instruction for adult courses. The ABE/GED programs in Oregon are delivered through the community colleges, and those Directors are also housed in the community college division. There is a vast amount of interaction and cross-training among the staff, so cooperation on the agency level is a natural. From there, out to the state institutions, the emphasis is on cooperation and networking.

Within the community education structure in Oregon, there is an outstanding working relationship between the Oregon Center, the Northwest Center, the Oregon Community Education Association (OCEA) and the Oregon Department of Education (ODE). The Center and the ODE and OCEA co-sponsor all events. Staff in all agencies work together on a daily basis. Goals and objectives for all three are coorelated so that there is no duplication of effort, and that the cause of community education is united, statewide.

Problem

There is a small (10,000 population) community, Baker, in Eastern Oregon. It sits in rugged desert country and is supported primarily by cattle ranches and timber. They do not have community college services. In 1980, on the basis of much groundwork done by the community, they were designated as demonstration site for the ODE's federal project. They were to build a model community school project, demonstrating interagency cooperation. There was an advisory council in place, made up of representatives from 16 agencies and organizations. They proposed to build a program, housed in the Baker schools that did no actual programming. What they would do was coordinate programs from throughout the area and thus facilitate delivery. What they also did was develop a monthly calendar of events in the Baker area.

The Superintendent of the Baker Educational Service District contacted the ABE Director at the ODE, and requested an ABE program for Baker.

Without a community college district, Baker could not offer an ABE/GED program. (They could, but it would not be funded through state dollars, as they are reimbursed through the community college's FTE formula.)

Initiating the Network

The ABE Director and I saw this as an opportunity to initiate further cooperation between adult and community education programs. We initially contacted one community college that had formerly delivered some courses in the area. The Dean at this college had to go to his Board for permission to deliver programs out of his district.

We had been attempting to organize this agreement via telephone. We had several conference calls involving everyone and many one-on-one calls. We discovered that there was a long history of poor communications between the ESD and the local school district. We really picked a challenge for our demonstration. We decided that phone calls were not working. The school superintendent requested that we all sit down together. It is an eight hour drive from our home office to Baker, but we decided that it was a trip we should make.

We went over and I met with the Baker school superintendent, his assistant superintendent, the community school coordinator and the GED testing officer, the high school principal. The ABE Director met with the ESD Superintendent. After those initial meetings, we all met for lunch and discussed how the whole project could work. The local administrators seemed more comfortable that we had the face-to-face meetings. We were now waiting to see if the community college could deliver the program.

Our plan was for the Baker County ESD to be fiscally responsible for the ABE/GED program. It was to be coordinated through the community school program sponsored by the Baker School District, using public school facilities. The coordinator would refer students to the program. The community college would be responsible for the quality of the program and reporting student enrollments to the state.

The community college we had approached was unable to deliver the program out of their district. We then went to another nearby community college, Blue Mountain, in Pendleton, Oregon. The Dean of Instruction was the first contact, and he was willing to work out some kind of contracted service.

We had initially hoped to send six (6) FTE to the Baker area that could be used for ABE/GED and adult self-improvement courses. We had planned for the community school coordinator to program the community college courses as well as the community school activities.

Since we had now involved another college, we decided that we should make another trip to Baker. We drove to Pendleton, picked up the Dean of Instruction and the Dean of Community Education and went on to Baker. This time we all met at the school district office; the two superintendents, the two deans, the community school coordinator, the ABE Director and myself. We agreed that the college would offer the ABE/GED courses, but the adult

self-improvement courses would not be offered the first year. The rest of the agreement would be as initially planned. The network is working well. Communication is two-way at all levels. We strongly feel that the best move we made was to sit down and talk over the program and the possible solutions with all parties involved. Even though the ODE federal project money is no longer in Baker, the network is continuing on local dollars, which was what we had hoped would happen.

Analysis of the Action Strategy

The network solved the problem. The second community college is now actively involved. The new problem that has arisen is that now the City of Baker would like more community college services. The network is responding by exploring further contracted services. My recommendation for others would be to first fully analyze your problem. The next step would be to assess your resources. Before you approach any potential network members, you should know what advantages and disadvantages are involved for them. As you initiate your talks, you should tell them all the ramifications as you see them. Be prepared for roadblocks of which you may not have been aware. Retain your flexibility and a spirit of compromise. Networking can work very well.

As we have initiated numerous other networks around the state, we have discovered that many of the agencies or organizations were very willing, they just did not think of doing it. By taking the initiator role, we have facilitated networks that are working successfully, that have been pleasant surprises to many.

NETWORKING IN ALABAMA

Bobbie L. Walden
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Introduction

Three statewide agencies associated with education--the Alabama Association of School Boards, the Alabama Congress of Parents and Teachers, and the Community Education Section of the State Department of Education--had not worked together to any significant degree prior to 1981. Each agency's central office was located in Montgomery, but in diverse locations. Each agency has similar but separate purposes. When the annual revision of the State Advisory Council for Community Education was accomplished in the Fall of 1980, a representative of the PTA and the Alabama Association of School Boards was invited to serve on the Council by State Superintendent Wayne Teague. This was an important first step in a network arrangement. Through participating on the Advisory Council, the staff of each organization became acquainted. However, it was not until the three representatives were invited to attend the University of Massachusetts Workshop together in Myrtle Beach, South Carolina, in March 1981, that the working relationship now enjoyed by the groups began to be built.

Initiating the Network

Prior to the workshop, representatives of the three organizations met over lunch to share missions, goals, and operating structures of each agency. In Alabama, there is a keen interest in increasing public support for the public school system. The public school systems are undergoing a third straight year of proration of allocated funds. Each group realized that providing better services to the entire population--children, parents, and the non-parent segments--could eventually provide the public support necessary for quality schools.

At Myrtle Beach, the group conversed on the problem of how to increase public support and discussed many plans to improve the situation. The real work is taking place now back in Montgomery and across the state.

Even a change of leadership at the State PTA has not significantly affected the network since solid bonds were built by the previous president. Today, the community education network is helping PTA; PTA is helping the Alabama Association of School Boards; and the Alabama Association of School Boards is aiding PTA and community education. The following are examples of specific ways we are working together:

1. Across the State local community education coordinators are distributing the PTA flier, "Education: PTA's Commitment to Be There," in their Fall 1981 brochures. If it cannot be inserted in the brochure, a space is being provided for a PTA summary of the brochure. This was accomplished by request of the Executive Secretary of the PTA to the State Department of Education community education specialist, who in turn, discussed it in a statewide community education director's meeting.

2. The State PTA is included in the community education planning meeting for their 1981-82 Parenting Project.

3. The representative of the Alabama Association of Schools Boards authored a paper on community education, which was edited by the community education and PTA staff, and jointly published by the three agencies. The brochure, entitled "Community Education...Putting the Public Back Into Public Education," is being distributed to all local PTA chapters, Alabama Association of School Board members, and at the National PTA meeting, as well as through community education channels.

4. The ability to freely telephone and visit representatives of each agency to discuss areas of mutual interest, concern, and potential action.

5. The use of PTA representatives in the statewide community education training program on parenting being planned for 1981-82.

6. The community education network (State and local staffs) participating on the program of the 63rd Annual Statewide PTA Convention.

7. The community education network participating on the program at the annual Alabama Association of Schools Boards Work Conference.

Agencies do not make decisions--people do. Representatives of each agency have built a trust network among its leaders. This is applicable in any situation and with any organization. It is the only way agencies can be prepared to work together in the future when the picture of the future changes so quickly.

CONFERENCE NETWORKING--"THE IDEA EXCHANGE"

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Knowing the importance of networking to participants, conference designers are faced with the problem of how to structure a mechanism which conference participants may use to gather together and explore ideas or agendas which the conference does not address. How does one structure time and space which allows participants to spontaneously create their own networking/learning experience in a short amount of time while continuing to address central themes, purposes, tasks and goals of the conference?

Conferences clearly serve an exciting and important role as forums for networking, enthusiastic dialogue, and sharing among participants. The conference-goer may be seeking a variety of experiences: feedback on new ideas, potentially valuable personal and professional contacts, new linkages between organizations with similar purposes and goals, or an environment to explore and test new theories. Consequently the conference atmosphere becomes a place charged with HOPE and POSSIBILITIES.

In designing conference format and structure, conference managers frequently do not consider the possibility of creating learning experiences that foster networking or support post-conference communication and sharing. Conferences often tend to be limited to a short period of time in which an overwhelming amount of information and activities are jammed. Rather than being an informal atmosphere in which spontaneous sharing may take place, these large gatherings can easily reflect a preoccupation with presenting a delicious menu of a wide variety of topical entrees to be digested in the quickest amount of time possible. Networking is often left to chance encounters in hallways or elevators as participants run from one session to the next, or perhaps in restaurants or lounges at the end of a full day's activities. When free time becomes available at the end of the day, conferees are often exhausted and primarily concerned with getting some much-needed rest before the race begins again in the morning.

It was with recognition of the central importance of networking to a conference and a desire to nurture and promote spontaneous sharing that the organizers of a three day national Future Studies conference, The Next Millennium--Unlearning the Twentieth Century, set about developing the concept of an "Idea Exchange" to be built into each day of the conference. Over 500 people attended this event which was held November 6-8, 1980 at the University of Massachusetts and co-sponsored by the Future Studies Program of the School of Education at UMASS as well as the World Future

Society-Education Section. The basic intent of the conference was to explore a wide spectrum of issues that are currently affecting or can potentially impact on the directions education may take in the future.

As educational futuristics itself covers a seemingly endless variety of interests and perspectives that were in some way to be represented or addressed during the conference, the target population for attendance was equally diverse. It ranged from professional educators and public agency representatives to private interest groups, issue advocates and the general public. The intent of an "Idea Exchange" was to assure that time and space were available for anyone who wished to continue discussion from an earlier session, present an idea or concept not already included in the conference, or initiate a network around a special interest.

The Idea Exchange itself took the following form. The main body of scheduled sessions each day ended at 5:30 P.M. with the remaining fixed event of the day a keynote presentation which began at 8:00 P.M. The two and a half hour time slots with 10 minutes between. Ten conference rooms of various sizes were set aside during these times. No other activities were scheduled and these time slots were advertised in the Final Program as the Idea Exchanges.

Each registration packet and conference program included explanations of the concept and intent of the Idea Exchange as well as the forms and procedures for sponsorship of an individual Idea Exchange session. The application form asked for a person's name, institutional affiliation (if any), a simple explanation for the purpose of the meeeting, the time, and room size desired. These sheets were to be dropped off at the main registration desk where someone would finalize the arrangements and place it on a scheduling list. At 3:00 P.M. of each day, a conference worker would type the relevant information concerning all Idea Exchanges sponsored for that day on a stencil and run off sufficient quantities for rapid distribution to conference participants at key information desks and gathering places throughout the conference site. These were available at 4:00 P.M. In addition, a large schedule was posted on the wall behind the main registration desk to assure those people who could not make the 3:00 P.M. deadline a chance to sponsor an event and have it advertised.

The Idea Exchange, being primarily a procedural mechanism, was extremely successful and the results impressive. An average of fifteen Idea Exchanges were initiated and included on each day of the conference. Breadth and content of these sessions ranged from more formal presentations such as "Brain/Mind Theory and Implications for Education" to networking sessions for "New Jersey Futurists" and "Community Organizing for Local Self-Reliance." Feedback from participants on conference evaluation questionnaires was overwhelmingly positive for the inclusion of the Idea Exchange into the conference format and encouragement for expansion in future conferences. Respondants felt that these sessions fostered increased dialogue about special interest topics as well as allowing participants opportunities to meet and interact with people of diverse professional backgrounds and perspectives. The one critique was that these sessions were scheduled during the evening dinner hours which prevented many people from attending. Suggestions centered on avoiding these conflicts in future conferences.

EXPERIENCES IN NETWORKING

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Arizona Department of Education

The purpose of this session is to share with you some experiences I've had in networking with various agencies. Hopefully, this will provide some insights into strategies you might use and help you to avoid the pitfalls I encountered.

First, a definition of "networking." "Networking," to me, is simply people getting together to share information on resources. It can be as simple as a telephone call or as elaborate as a formal meeting.

This presentation will examine networking with three types of agencies:

- Agencies on Aging
- Other Federal Programs
- Volunteer Groups.

Two years ago, as part of our Federal Community Education proposal, we planned to train senior citizens to be volunteer community education coordinators. We went to the Area Agencies of Aging in Phoenix and Tucson to check the feasibility of the idea, to obtain information on how to work with older persons, and to obtain their assistance with some aspects of the training. The Agency staff provided excellent feedback and suggestions for the project. They also submitted letters of support for the proposal.

When the project was implemented, Area Agency on Aging staff members conducted a session on characteristics of aging and how to work with older persons for Community Education Directors/Coordinators. They also provided assistance to the schools participating in the project in locating potential volunteers among the senior citizen population.

The strategies we used in networking with the Agencies on Aging were first through informal contacts. A student in the Community Education program at ASU had served an internship at the Area Agency and was now a regular employee. Another Community Education intern who was working for me was enrolled in a degree program on working with older persons. These contacts paved the way for appointments with the head of the agency.

We had also invited representatives of the Area Agency to serve as speakers and panelists at workshops in previous years. These contacts with the Area Agency helped us to get in touch with the Chairperson of the Governor's Advisory Council on Aging. The chairperson arranged for us to appear at a meeting of the Council to explain the project, which gave us contact with retired persons on a statewide basis.

This year we have worked with representatives of several other federal programs to develop a directory of information. The federal programs we contacted were those listed in Section 806 of the "Community Schools and Comprehenvise Community Education Act of 1978," such as Public Health, Head Start--Follow Through, Adult Education, Vocational Education, Older American, CETA, Community Services, etc. In some cases, it took many telephone calls and several days just to locate the program officer!

When we asked for their participation, we clearly defined the purpose of the project, the number of meetings, the products to be produced, and their roles and responsibilities. Nearly all agreed to participate. (Some indicated they were under pressure from their federal office to seek linkages with other agencies.) Unfortunately, attendance at meetings did not always match their original commitment.

The representatives of the federal programs first attended a meeting to simple get acquainted and share information about their programs. In one case, people from the same agency got acquainted for the first time. We also provided a workshop on a "Planning Process for Citizen Involvement" by the CEFP for project participants. Each program submitted a page of information about their program's purpose, taret audience, funding procedures, and available funds for the directory.

The third experience in networking involved working with agencies which utilize volunteers. We have organized a Cadre of Volunteers in Education (COVIE) at the Arizona Department of Education, Through the Cadre, we are recruiting volunteers to work both within the Department and in local school districts. To obtain some information on how to organize and operate "COVIE," I met with the directors of volunteer programs in the Phoenix area. In that process, I discovered there was a network of directors of volunteers in agencies (DOVIA) which meets together regularly. Also, the directors would suggest people in other agencies and institutions with whom I should meet.

We also met with various senior citizen organizations--AARP, Arizona Council for Senior Citizens, Administration on Aging staff. One group would suggest another group that should be contacted.

Another resource to be tapped for volunteers is civic, community, and professional organizations; such as, Arizona School Administrators, Kiwanis, Lions, Toastmasters. Word of mouth and informal contacts are another way of networking to locate volunteers. I found volunteers would suggest other people to call to be a volunteer.

In summary, some factors that I feel are helpful to me in networking are as follows:

- o relatively small population in the state
- o many informal contacts
- o relatively small education community
- o mobility of people in the same area
- o professional and community organization members
- o specific tasks or goals for networking
- o specific length of time
- o mind set--look for ways to network.

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